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ABSTRACT

Based on a behavioral technology based program at the University of Washington, a manual is presented for professionals who wish to establish a program to train retarded persons for, and place and maintain them in, nonsheltered employment. A detailed analysis of the components of such a program is provided, along with a general description of the program itself and a discussion of its underlying rationale. An outline of basic behavioral technology is also provided, covering such aspects as goal setting, measurement, and behavior change techniques. Some vocational, self help, and social skills necessary for the retarded to succeed in competitive employment are detailed, along with intervention programs to teach each of these skills. Descriptions of how to write an individual program plan and how to teach the relationship between work, money, and products are provided. A section discusses how to find jobs for clients once they have completed training, and how to insure that they remain employed. Procedures and methods to increase cooperation between the client's home and the program are outlined. Two methods to evaluate the effectiveness of a training program are described, and information about program administration is provided. (DLS)

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TRAINING RETARDED PERSONS FOR COMPETITIVE EMPLOYMENT:

A Behavioral Approach

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Food Service Vocational Training Program
Child Development and Mental
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TRAINING RETARDED PERSONS FOR COMPETITIVE EMPLOYMENT

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PREFACE

This manual, Training Retarded Persons for Competitive Employment, has been devised for professionals who wish to establish a program to train retarded persons for, place them into, and maintain them in non-sheltered employment. Since the status quo in providing vocational opportunities for retarded persons today is sheltered workshop employment, this manual provides a unique and innovative alternative. Although there have been other efforts to provide information regarding the preparation and placement of this population into competitive employment, a great portion of this information has been based on traditional rehabilitation theory derived from work with non-retarded persons. This work is the first attempt to apply behavioral technology to the problem, which has proven to be especially effective with the retarded population.

A small portion of this manual is devoted to the discussion of the theory and philosophy of this particular approach to the habilitation of retarded persons. The major portion of it, however, is devoted to a detailed description and analysis of the components of a program that are required in order to successfully train for and place and maintain retarded persons in competitive jobs. The editors and authors hope that the manual will be used like a cookbook by professionals in setting up and conducting "training for placement" programs.

The first section provides a general description of a "training for placement" program, and its "reason for being", including statistics related to program effectiveness and economic feasibility, as compared to traditional programs for retarded individuals. The second section gives a fairly comprehensive outline of basic behavioral technology. Included are chapters on goal setting, measurement, and behavior change techniques. The third section details some vocational, self-help, and social skills that have been found important for retarded persons to have in order to succeed competitively, and intervention programs to teach each of these skills. Chapters also include descriptions on how to write an individual program plan, and how to teach the relationship among work, money, and products. In addition, methods are suggested on how to easily summarize all of the data and information generated from all of these intervention programs. The fourth section tells how to find jobs for clients once they have completed training and how to do the type of on-the-job training and follow-up that will insure that they remain employed. The fifth section discusses procedures and methods to increase cooperation between the client's home and the program, including how to teach parents or advocates to conduct behavior change programs at home. The sixth section describes two methods to evaluate the effectiveness of the training program. One requires the collection of objective statistics related to the number of clients placed and maintained in jobs and to the cost of doing this. The second requires the rating of the program by a variety of consumers, including the clients, employers, and parent/advocates. The seventh section gives information about the administrative operation of this type of program, including funding, referrals, agency contacts, and staffing.

This manual is based on a program which was developed and is still operating at the University of Washington. The program, the Food Service Vocational Training Program, trains retarded persons to work in the food service industry. The program was designed and the manual written in such a way, however, that the technology is directly applicable to the training of any skill that might be selected with only minor modifications.

During the past four years the editors and authors have used the Food Service Vocational Training Program as a setting to experimentally field test and research the concepts and procedures presented here. This manual represents the most sophisticated attempt to systematize a "training for placement" program for retarded persons to date. It, however, does not represent the final answer. The concept as a whole, and the individual intervention procedures require continued research and development by professionals in the field. This manual hopefully will act as a stimulant to this activity.

ACKNOWLEDGEMENTS

The project at the University of Washington, from which this manual was a final result, was two years in the making and the result of planning by many individuals. Dr. Irvin Emanuel, Director of the Child Development and Mental Retardation Center, first conceptualized the idea and established a planning committee to develop working plans. The planning committee consisted of Drs. William Shill and Rosemary McCartin of the College of Education; Dr. Michael Clowers of the Department of Rehabilitation Medicine; and Dr. James W. James and Mr. Henry Schulte of the Child Development and Mental Retardation Center. Mr. Dennis Rutherford of the Seattle Central Community College served as a consultant to the planning committee.

The development of this project required that funding be obtained both to establish the training program and to establish and operate a food service facility. The "Center Restaurant" was opened first under the direction of Mr. Steve Perceful, and later operated by Mr. Ray Haydel and Mr. Jerry Saulsberry, all fine culinary experts, whose expertise transformed a federally subsidized training facility into a self-supporting restaurant. The capability, understanding, and patience of the restaurant management and staff have added immeasurably to the effectiveness of the training program. The restaurant itself has become exceptionally popular and well known to the university community, indicating once again that the mentally retarded do not have to be associated with second-rate facilities.

The project was initially directed by Dr. Irvin Emanuel and subsequently came under the supervision of Dr. James W. Moss, Director of Planning, Evaluation and Development for the Child Development and Mental Retardation Center. Mr. Frank Rusch (who subsequently received a doctorate at the University of Washington) was employed as the first training supervisor. He was responsible for establishing the initial training procedures upon which much of the subsequent work was based. Ms. Jo-Ann Sowers, who had been with the project since its earliest days, was appointed training supervisor and thus given responsibility as the Associate Director of the project. Ms. Sowers receives much of the credit for carrying the project through to its current high level of accomplishment.

Fiscal and management responsibilities for the project, in particular those relating to the operation of the restaurant, have been under the direction of Mr. Henry Schulte and Ms. Lois Winters of the CDMRC administrative staff. These individuals have played a significant role in keeping the project finances in reasonable shape.

Both Dr. Sidney Justice and Mr. Ike Johnson of the Region X HEW Office of Rehabilitation Services Administration and Developmental Disabilities were important supporters of the project. Without their help in finding financial support for the project, none of these accomplishments would have been possible. The project was funded by federal grant number 56-P-50281 from the Department of Health, Education and Welfare.

The importance of the contributions of the many training analysts, whose dedication to this project and to the clients have made this manual possible, has been great.

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Wholehearted and grateful thanks goes to Pat Burns for her diligence in the preparation of the manuscript.

SECTION I

INTRODUCTION

The purpose of Section I is to provide some background information regarding vocational rehabilitation of mentally retarded adults, including legislation and the current state of service delivery. The rationales for the need for alternative services will be given and one possible alternative suggested. The program developed out of the suggested model will be described and outcomes compared to traditional sheltered workshops.

For most Americans employment remains a key to the pursuit of happiness and independence in adult life. In recent years persons who had been discriminated against in employment opportunities have contested these practices in hiring and promotion. The physically and mentally handicapped have been among these persons. The Rehabilitation Act of 1973 was the culmination of their efforts. Section 501 of the Act directed federal agencies to set up affirmative action plans, while Section 503 required similar plans by any private employer receiving federal monies in the form of contracts in excess of $2,500. Section 504 goes even further in requiring every institution in the United States that receives federal financial assistance to take steps to insure not only that they do not discriminate against handicapped persons in employment but also in their admissions and participation policies in the actual programs. Section 504 includes colleges, schools and training programs.

Although the 1973 Rehabilitation Act is the first significant step in gaining employment rights for handicapped persons, it falls short in regards to one segment of this group, the mentally retarded adult. Section 504 is the best example of why this is true. It clearly states that reasonable modifications be made in the entrance examinations and practices after admissions of programs to insure that, if an individual has the intellectual capability to pass the exams and master the coursework, their performance not be hindered because of a physical or sensory handicap. Unfortunately, due to the nature of the retarded persons' handicap the majority of these people are not able to pass the standard entrance exams or master the coursework offered at most educational or training institutions. In order to assist the retarded adult population a law would have to require that these institutions establish curricula that is specially designed for and suited to retarded persons in the same way that PL 94-142 requires the most appropriate education in public schools for retarded students before the age of 21.

Section 504 not only does not provide for the retarded adult to participate in educational and training programs, but in effect lessens the degree to which the Rehabilitation Act protects their employment rights. Sections 501, 503, and 504 require employers to hire handicapped persons if they are capable of performing the required job responsibilities, regardless of their handicap. Since the retarded person is unable to gain education or training that would prepare them for employment, many of them do not possess the minimal qualifications for most jobs.

Currently there are two options available to retarded persons who desire to work. The first is to seek assistance through a handicapped placement agency. These agencies typically provide assistance to the client in selecting appropriate vocational areas, matching job openings with the clients' interests and abilities, and providing some follow-up once the clients are employed. These services were designed for persons with physical, sensory, or emotional handicaps. The retarded population, who by definition learn more slowly, often need intensive and structured training to learn work skills. In addition, retarded persons often have difficulty generalizing learned skills form one environment to the next, and in maintaining these skills over long periods of time without fairly sophisticated programming for generalization and maintenance. Without these services the retarded persons' chances of retaining employment will be minimal.

The second employment option currently available to retarded persons is sheltered workshops or developmental centers. A survey by the Department of Labor (1975) and another by Greenleigh (1975) approximated that 500,000 persons are served each year in 3,000 workshops and developmental centers in the United States. Both of these surveys provide a clear picture of the current state of the art in these facilities. The work performed is almost exclusively production related services such as assembling or packaging components obtained through contracts with commercial businesses. The Greenleigh report stated that these jobs are "generally so low skilled, tedious, unrewarding, and unremunerative that they are seldom found in the competitive sector . . . . Thus, it can be seen that sheltered workshop clients are relegated to a secondary labor market status." This statement is strengthened by the fact that one-half of the regular workshop clients earned only slightly over $3,000, while ten percent earned less than $1,000 per year.

The Department of Labor (1975) and Greenleigh (1975) reports also provided information related to the habilitation aspects of these facilities. They found that only about thirteen percent of the persons in workshops are placed in competitive employment yearly. The majority of persons placed had been in the workshops less than one year, while the longer a person remained in the facility the greater the probability that (s)he would remain there. These figures suggest that the persons who are the most capable and need the least amount of training are able to leave the workshop, while those who need more intensive and systematic training are not provided it, and, thus, are not placed. This hypothesis is supported by the fact that only about $7,000 per year is spent on professional staff. The majority of staff money is spent on clerical and production oriented persons with little or no professional training.

The reports point out that the role of the workshop is not clear - are they intended to be places of business where retarded persons have an opportunity to work and earn a living, or are they places of habilitation where retarded persons are given training that will prepare them for competitive jobs? Unfortunately, the workshops have attempted to be both things, but as the evidence indicates have dramatically failed in both areas.

The current state of the art for retarded adults in regards to employment opportunities is bleak. The future looks even bleaker. Because of the move toward de-institutionalization, more retarded people are being released from institutions each year and moved into the community. These persons will need some place to work, and the sheltered workshop is the only viable alternative for them. In addition, the number of individuals coming out of special education programs is increasing yearly. Many of these persons will have received excellent training while in the public school system, will be functioning at fairly sophisticated levels, and will along with their parents want services that will maintain these skills and give them the opportunity to operate at the highest level possible. Clearly, there are not enough workshops or space in workshops to accommodate these persons. The federal and state governments will have to be prepared to fund the building of new facilities. It is also extremely interesting to note that it cost between $2,000 and $3,000 per year to keep a retarded person in a sheltered workshop. This does not include the SSI payments and benefits that the individual receives and the amount lost in income tax to the government. If an individual is maintained in a workshop for life, the cost to society is astronomical.

The challenge to professionals is to attempt to design and develop programs which will first and most importantly provide the type of services that retarded persons require to reach their highest level of employment functioning, and provide them with the opportunity to gain the independence and happiness that goes along with employment, and that second will decrease the cost to society of maintaining these people in programs indefinitely.

Model Program Development

In 1975 the Child Development and Mental Retardation Center at the University of Washington was provided with grant support by the Department of Health, Education, and Welfare to investigate an alternative approach to work training for mentally retarded adults. The approach which was investigated can be characterized as a "training for placement" program. The sole purpose of this type of program is to move clients through training and into competitive employment as quickly as possible. The philosophy of the program is that every client who enters training is capable of working competitively if provided with appropriate training.

"Training for placement" programs have, of course, been conducted for years. For a variety of reasons, however, few attempts have been made to systematize the procedures, to research the effectiveness of the techniques used, or to collect data that would demonstrate the overall effectiveness and feasibility of this type of program. The CDMRC planners wanted to develop a model program, with all of the components that based on past research and research done by them would increase the chances that the program would be effective, to collect data to evaluate both the program's effectiveness and economic feasibility, and to systematize the procedures in order to allow the project to be replicated.

The critical components around which the program was organized are the following:

Purpose and Philosophy

This has already been mentioned, but its importance cannot be emphasized too much. Most workshops will state that placement is one of their goals, but the staff in fact sees this as low priority. It is important that the staff at all times is working to move the clients out of the program, and that all individual intervention plans and general program organization decisions are made based on this purpose and philosophy.

Specific Job Training

The research literature clearly demonstrates that a retarded person's ability to generalize from one task to another is fairly poor, and that as the tasks become more dissimilar the poorer the generalization. It is not realistic to hope that, if a retarded person is trained to put together gizmos, (s)he will be able to be placed into a job requiring the assembly of other dissimilar gizmos, or doing very different work such as working in a restaurant or as a janitor. In order to most efficiently train a retarded individual the job in which the person will be placed must first be identified, and then the person trained to perform that job.

Identification and Training of Specific Work, Social and Self-Help Skills Required on the Job

In addition to the identification of a specific job area to train, the tasks that will be required by workers on the job, the social skill requirements, and self-help skill demands should be identified. This will insure that when the client is placed on the job (s)he will have learned most, if not all, the skills that will be needed to succeed on the job. This will also insure that a lot is not wasted teaching skills that will not be required on the job. A retarded individual should have the opportunity to learn these other skills such as reading and writing. However, if they are not required on the job (s)he is being prepared for, the person should not be kept in the program until these are learned. The individual should be referred to an agency that can teach these other skills during the client's time off. In many cases a worker in a particular job does not in fact have to have the ability to perform such skills as reading, writing, or timetelling but simply has to be able to identify a limited number of words, to print a few notations, and to know what the clock looks like when certain tasks should be done. The majority of retarded persons can learn these things fairly rapidly and, thus, can be considered for jobs requiring these things.

Appropriate Training Environment

Related to the above is the importance of providing the training in a physical environment as similar as possible to the one in which the trainee will work when placed. This includes the building in which the training is done in, tools and equipment used, people interacted with, and pressures present in the particular type of work.

Placement and Follow-up Staff

If a program intends to place clients into jobs and to in fact make this the most important aspect of the program, then a staff must be assigned to finding jobs for clients and to making sure that the jobs are retained. This is not a job that can be done in the staff's spare time, but is difficult and time-consuming and must be handled professionally.

Behavioral and Data-based Training Approach

The research literature in the past ten years has shown the extraordinary effectiveness of the behavioral approach for training the retarded population. Characteristic of the behavioral approach when applied clinically is not only the use of techniques that are usually labelled behavior modification, but also the clear and concise definitions of behaviors and goals, systematic, consistent and written treatment plans whether it be a behavior modification technique or not, the collection of data to insure that progress can be objectively measured, and decisions made based on the objective data rather than subjective impressions. The CDMRC planners were among, if not the first to attempt to bring the behavioral model to the "training for placement" type of program.

Food Service Vocational Training Program

The model program designed by the CDMRC planners based on the above critical components was the Food Service Vocational Training Program (FSVTP). The purpose of the FSVTP was to train retarded adults in food service occupations, and to place and to maintain them in competitive food service employment. The major questions to be answered by the investigation were: (1) Would the retarded persons learn the required skills, be placed on competitive jobs and maintain the jobs for significant periods of time? (2) How mentally retarded could the person be and still benefit from the program, i.e., be placed and maintained in employment? (3) Is this type of program financially feasible?

Clients

Figure I-1 gives the age, IQ, and previous work experience of each of the clients who had entered the program to the date shown at the top of the table.

Insert Figure I-1 about here

The program was particularly interested in working with those persons who had been in workshops at least two years, and who according to counselors were not capable of competitive employment. The majority of these persons are in fact the type of clients who were not considered as the better workers in the workshop, and for whatever reason were not progressing. Referrals were received from a variety of sources.

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

TRAINEE SUMMARY
August 31, 1979

Client	Age	IQ	Previous Vocational Experience (Years)	Months in Training	Months on Job	Currently Employed
001	33	80	Competitive (3)	3	41	X
002*	24	69	None	12	4	
003	25	58	None	4	40	X
004	22	91	Workshop (5)	5	37	X
005	34	61	Work Activity (10)	6	25	X
006*	21	54	Workshop (2)	2	5	
007	27	53	Workshop (3)	18	23	X
008*	21	72	Workshop (2)	3	22	
009*	33	50	Workshop (2)	24	3	
010	36	51	Workshop (5)	3	37	X
011	35	51	Workshop (4)	2	38	X
012	21	52	None	7	30	X
013*	24	30	Workshop (2)	22	0	
014*	34	55	Workshop (12)	10	0	
015	39	30	Workshop (12)	23	13	X
016	29	55	Workshop (6)	2	28	X
017*	22	43	Prevoc (8)	12	0	
018	28	45	Workshop (3)	18	23	X
019	25	43	Workshop (3)	13	12	X
020	25	49	Workshop (4)	5	23	X
021*	27	66	Workshop (3)	20	1	
022*	38	62	None	1	5	
023*	21	30	Prevoc (1)	9	0	
024	26	41	Workshop (8)	8	12	X
025*	20	64	None	6	0	
026*	24	43	Workshop (2)	13	0	
027	22	50	None	10	12	X
028	38	60	Workshop (8)	7	15	X
029*	22	35	Prevoc (2)	14	0	
030*	24	50	Prevoc (2)	14	2	
031	28	71	Workshop (4)	2	18	X
032	25	49	Workshop (3)	17	2	X
033	24	30	Workshop (3)	11	6	X
034	36	64	Workshop (10)	10	1	
035	22	48	Workshop (2)	14	3	
036	27	66	Workshop (5)	5	10	X
037	24	56	Workshop (2)	5	11	X
038	23	47	Workshop (1)	12	0	
039	29	60	Workshop (7)	7	7	X
040	19	66	None	14	0	X
041	23	52	Prevoc (5)	12	0	
042	22	68	Prevoc (2)	6	6	X
043	18	61	Prevoc (2)	12	0	
044	20	64	Workshop (1)	7	0	
045	35	54	Workshop (12)	7	4	X
046	21	50	None	10	0	
047	22	41	Workshop (3)	10	0	
048	29	61	Workshop (8)	6	4	X
049	39	53	Workshop (5)	8	1	X
050	27	56	Prevoc (4)	8	0	
051	21	40	Prevoc (1)	8	0	
052	21	31	Workshop (1)	8	0	
053	20	47	Workshop (3)	6	0	
054	37	69	Workshop (10)	6	0	
055	28	43	Workshop (6)	4	0	
056	21	51	None	4	0	
057	19	65	Prevoc (2)	3	0	
058	24	65	Competitive (1)	2	0	
059	21	64	None	1	0	
060	25	83	Competitive (7)	7	3	

FIGURE I-1

During the first two years of the project the program was required to solicit referrals from workshops, requesting that persons who had been in the workshop for several years and would be considered severely or moderately retarded be allowed to come into the program. All persons referred were accepted for admittance unless they appeared to function too sophisticatedly for the program, were unable to walk, had extremely limited use of their arms, or extremely severe medical or behavioral problems.

As most professionals are aware, IQs in many cases are a poor measure of an individual's true level of functioning. Many of the individuals who had IQs in the 60s and 70s in fact were functionally identical to those persons with lower IQs.

The age range was from 18 to 38 with an average of 26.1. The IQs of the trainees served ranged from 30 to 91 with an average IQ of 53.3. Forty of the trainees had been in workshops or work activity centers at least two years.

Training Site

The training takes place in a profit oriented restaurant opened to the public on the campus of the University of Washington. The restaurant serves approximately five hundred customers per day Monday through Friday from 11:30 a.m. to 1:30 p.m. The restaurant is managed and operated separately from the training program. In fact all of the food preparation is done by a separate food service staff. In every respect the restaurant is exactly like any other restaurant - busy, hectic, with temperamental chefs, kidding and bickering among the staff, and the management's foremost interest in profit.

Tasks and Skills Trained

The trainees are trained in three specific job areas: dishwashing, pots and pans washing, and table bussing. These jobs were chosen after a thorough survey of the Seattle community to ascertain which jobs had a high availability. These three jobs had a particularly high turnover and employers indicated that they would be very interested in having trained workers who would be dependable and long-term. These jobs also had a high degree of similarity from restaurant to restaurant. That is, a dishwasher in one restaurant does very similar tasks to dishwashers in most other restaurants. This, as pointed out before, increases the chance that the skills taught during training will be appropriate for the trainees placed in most restaurants. This is in contrast to a food preparation person who does very dissimilar things from restaurant to restaurant depending on the type of menu used by each.

Each trainee is assigned to one of the job areas and to a specific job assignment within the area. Each job assignment consists of from ten to twelve major tasks which must be performed each day. The task assignments and time and quality criteria for each were determined by observing successful workers in the food service industry performing the same tasks.

Through observation of successful food service workers (dishwashers, pots and pans washers, and bus persons) the social and self-help skills required on the job were identified. Included in the skills for which data are collected for each trainee and taught to each who do not meet criteria on entrance into the program are grooming, time management, instruction following, greetings, interview behaviors, and bus riding.

Individual Program Plans

For clients with unique skill deficits or behavior problems, individual program plans are designed. Each of these intervention program plans must be written before implementation, including the specification of the behaviors to be changed, the program goal, intervention techniques, and data collection procedures that will be used.

Assessment

Standard data collection systems have been designed for each of the behaviors and skills which each trainee must master before placement. Data is collected on each when the trainee enters the program and continues for that behavior until the criteria have been met. Graphs are maintained daily on each program for which data is being collected.

Staff meetings are held weekly to discuss each trainee's progress. Program changes including moving a trainee from one job area to another and into competitive employment are made based on the data.

Placement and Follow-up

When a trainee has learned all of the required skills and all individual problems have been eliminated, the placement and follow-up staff finds a competitive job for the person. The staff teaches the trainee the new bus route, assists him or her in filling out required forms, and obtaining the appropriate uniform. A staff member stays with the trainee throughout the entire shift for the first few days, and then begins to slowly and systematically fade out. These decreases in staff time are made based on data collected at the work site. Follow-up continues in the form of periodic checks and employer and co-worker evaluations. Any problems that are indicated will result in the staff re-intervening and doing the required training or assistance.

Training Analyst

A total of sixteen trainees are in training at any one time. There are always at least four full-time, permanent trainers present and actively training for a total of sixteen trainees. Thes persons are responsible for the design and implementation of social, vocational and self-help skills training programs, collection of data, maintenance of progress charts, communication with and advice to parents or group home supervisors and funding agencies. The training analysts are trained in the use of behavior change procedures, task analyses, goal setting, data collection, and data-based decision making rules.

At least two full-time analysts are engaged in placement and follow-up, averaging two placements each month. They are responsible for finding jobs for trainees, on-the-job training and maintenance programming.

Parent/Advocate Involvement

Communication and cooperation with the trainee's parents, group home parents or institution representatives are crucial. It is obviously necessary that all parties agree on goals of training, and that the ultimate goal is for the person to obtain and maintain a competitive job. The training analyst clearly specifies and discusses with parents or advocates the contingencies necessary to achieve this goal. The training program has the responsibility to report on the trainee's appropriate and inappropriate behavior to parents or advocates, and to show them how they can assist in the trainee's learning.

Program Effectiveness and Feasibility

As stated before, one of the major questions to be answered by this investigation was whether or not this type of program could train, place, and maintain a significant number of retarded adults. At the time of this writing, August 30, 1979, of the 61 trainees admitted for training, 39 reached the placement criterion, and were subsequently placed into competitive employment positions. Of the 39 trainees placed, 28 maintained employment to date, three voluntarily chose to leave their positions, one trainee is being re-trained, and six were terminated from the program after losing two jobs. One trainee dropped out of the program before placement (the parents decided they did not want him to work competitively) and five trainees were referred to sheltered workshops because of lack of continued progress.

The average length of time of training before placement was approximately 150 days. Two trainees have been employed 36 months or longer, two trainees between 24 and 36 months, ten trainees between 12 and 23 months, eight between six and eleven months and the remainder less than six months.

The total gross earnings of the FSVTP trainees who were placed is approximately $250,000 at present. Two trainees have earned individually over $20,000 during their employment, six have earned between $10,000 and $19,000, while 9 trainees have earned between $5,000 and $9,000 individually.

The second question that the investigators wanted to answer was how retarded a person could be and still benefit from the program--be placed and maintained in competitive employment. The five trainees who were terminated from the program before placement because of a lack of progress were among the most retarded, both based on IQ and functioning level standard. The IQs for the five were 30, 30, 35, 43 and 43. All of these clients but one had few verbals and extremely poor receptive skills. The remaining client displayed typical autistic behaviors, at times becoming quite violent. Although all of the parents/advocates and the data indicated some fairly dramatic, positive changes in all of these individuals, they all seemed to plateau out, often eight or nine months in the program and never reached criterion levels required for competitive placement.

The above data suggests that the program was not effective in working with the more severely handicapped. There are other data which present a slightly different picture. Five clients, very similar to those who did not succeed in the program, in fact were placed competitively. Their IQs were 30, 30, 41, 43 and 53. The individual with the 53 IQ also displayed typical autistic behaviors. It should be pointed out, however, that of these five all except one were placed on the University campus in student cafeterias. These jobs are for the most part less demanding and with fewer hours than most other competitive jobs on which persons were placed.

In general, the results appear to indicate that the FSVTP was not as successful training the most severely handicapped for competitive employment, as the moderately and mildly handicapped. If the training were further intensified or extended for several years for these persons, the success rate probably would increase. Whether or not this would be economically feasible is questionable. The program has shown that for those persons who are moderately retarded, either by an IQ measure or by a functional level measure, the type of training provided by FSVTP is extremely successful in training, placing and maintaining them in competitive employment.

It should be clearly stated that the authors do not believe that the severely retarded should not be given an opportunity to receive training for competitive employment. Continued research and program development needs to be done to find ways that would make the training provided both more effective and financially feasible. In fact, perhaps if a different job area were selected the success with the severely retarded would have been better.

The third question to be answered was related to the financial feasibility of the program. The average cost per day per trainee for training in FSVTP is approximately $32.00. The total average cost for training in a competitive job is approximately $5,500.

Comparing the data of workshops effectiveness and cost with the data from the FSVTP suggests that "training for placement" programs are both more effective and economically feasible. The critical factor is, however, to get up the money up front. The government funding agencies such as the Division of Vocational Rehabilitation give programs small amounts of money each year for client support and training. The amount of money is not enough to provide the type of training necessary to achieve progress. Although yearly the cost is less, in the long run the cost to society is enormous. If the funding agencies were willing to put the $5,000 to $6,000 up front and the money was utilized to provide appropriate training, the majority of retarded adults could be trained, placed and maintained in competitive employment, would no longer require support cost year after year, no longer be receiving SSI and other benefits and start paying society back in the form of income tax.

Although the economic savings are important, clearly the significant and critical result of this type of program is the human accomplishments. The retarded clients who were able to gain competitive employment through this program were, for the first time, working in a "normal" environment, and interacting with "normal" workers. The objective results of this were not measured. The subjective observations by the staff and the comments of parent/advocates suggest some dramatic and positive changes in self-respect and confidence, an increased interest in taking responsibility for their own behavior and in functioning independently.

Program Replication

One of the major purposes of the FSVTP project was to develop a program and procedures that could be duplicated by others. The first attempt to replicate the program was made approximately 2 1/2 years after the FSVTP began.

With the assistance of state officials, a sheltered workshop was pin-pointed that both needed and would be cooperative in developing a "training for placement" program. The workshop selected was Work Opportunities, Inc. in Lynnwood, Washington. There were approximately 50 clients in the workshop program and 50 clients in the development center program. The goals of the replication project were (1) to locate a training site and to make the program operational, (2) to train the workshop staff to operate the program, (3) to gain funding for the project, and (4) to completely turn the project over to Work Opportunities.

A training site was located in a hospital a short distance from the workshop. The hospital allowed the program to take two positions (dishwashing and pots and pans) for training and reimbursed the program a sum of money that was equal to the amount usually paid in salaries for the positions. These monies were used to pay the trainees based on their productivity. Each of the positions was divided into two positions, permitting the training of four clients at any one time. All of the trainees were from Work Opportunities and all had been there at least two years.

Several staff persons from the workshop spent several hours each week receiving training in goal setting, data collection, training techniques, and general program management.

Negotiations were conducted with the state to provide the necessary funding. The cost of training in the Work Opportunities Project was very similar to the cost in the FSVTP program. Again the state was reluctant to allocate the high up front cost, but finally agreed to fund the project for at least one year.

After approximately 8 months of intervention by the FSVTP the replication was completely turned over to Work Opportunities. At this time, one month later, three clients have been placed into competitive jobs, the program is being run independently and successfully by the workshop and the funding is assured for one year. Of course, the project will have to continue to be evaluated to assess the actual success of the replication, but over the short-term it appears that the "training for placement" program developed at the University of Washington can be duplicated and successfully run by sheltered workshops in the community.

SECTION II

BEHAVIORAL TECHNOLOGY BASICS

CHAPTER 1	Goal Setting
CHAPTER 2	Measurement
CHAPTER 3	Training Techniques

The purpose of Section II is to define and describe the basics of the behavioral technology. Since a great deal of the information contained in the remaining sections is based on and requires an understanding of this technology, this section is important to persons with little or no familiarity with it. Chapter 1 describes how to behaviorally identify and write goals for both the program and for the individual client. Task analysis is also defined and described. Chapter 2 gives a fairly comprehensive explanation of the numerous ways to behaviorally measure client behavior, including observing, recording and graphing. Chapter 3 attempts to provide the reader with an understanding of the most widely used behavioral intervention techniques.

CHAPTER 1: GOAL SETTING

One of the most critical characteristics of any training program is accountability. Accountability loosely means that people can tell whether a person, agency or business did what it said it was going to do. In a training situation, accountability means that the goals and purposes of that training are clearly specified such that it is possible to measure whether the training was successful. There are two primary ways to insure that a training facility and each individual trainer is accountable for the training provided: goal-setting and data collection.

Goal Setting Rules

In order to communicate in terms of growth and progress, one must set long-term goals - that is, something to grow and progress toward. Long-term goals are future objects or events (material possessions, careers, skills, life situations) that a person believes are worth achieving and which usually require planning and work. Since the purpose of a workshop or training program is to help the retarded person to grow, specific goals need to be set.

Although most programs set goals for their clients, these goals are often vague and abstract. For example, most vocational trainers would agree that they want each of their clients to be happy, to be conscientious workers, and to have a good self image. These are, of course, the terms we use in everyday conversation. Unfortunately in a training situation, this vagueness can result in both a lack of communication between staff regarding the goals for a client and in the inability to evaluate a client's progress. Asking several people what conscientious means would probably result in many different answers. Goals need to be stated in such a way that they are (1) observable (describe the exact behavior), (2) countable (specify the exact amount of behavior), and so that (3) the circumstance under which it should occur is specified.

EXAMPLE-GOAL SETTING

(1) Observable

David will complete each assigned task correctly every day within the allotted time period.

(2) Countable

David will complete each assigned task correctly every day within the allotted time period.

(3) Circumstance

David will complete each assigned task correctly every day within the allotted time period.

Program Standard Long-term Goals

One of the most important things that a training facility needs to do is establish a set of standard long-term goals for all of its trainees. These goals include all of the behaviors which are required to work in the community. In order for a client to get a job, for example, (s)he will probably have to ride the bus. Independent bus riding then should be a goal for every trainee in the facility. Another important goal for every trainee is being properly groomed when they arrive at work. There are also common work skill behaviors which are important for every trainee such as instruction following and independence. If a facility is training all of its clients for a specific skill, then the goals should be specifically related to the particular industry. For example, when training persons in janitorial skills, the amount of time it takes to sweep and mop a floor would be a behavior to concentrate on; when training a person to work in electronic assembly, the number of pieces completed in a set time is of concern.

It is clear that each of the trainees will be at different stages of progress towards these goals. For example, with bus riding, one trainee may already ride the bus independently, another may cross streets safely and independently, while a third cannot even cross streets alone. However, the long-term goal of independent bus riding, including street crossing is the same for each trainee.

The purpose and importance of establishing long-term goals for all trainees in the facility is threefold. First, long-term goals help specify what the purpose of the facility is. In other words, long-term goals state to the clients and to interested agencies and officials what the facility will attempt to teach the persons who come there. This is, of course, accountability. Second, long-term goals for the clients ensure operation in agreement with the principle of normalization. These goals involve training skills that everyone one the staff will be aiming at and moving toward with each and every client, regardless of how severe the handicap. Third, these goals aid in describing what skills need to be taught to new and existing trainees. These goals, then, become the ground floor in devising an appropriate evaluation and assessment tool.

In order to list the standard goals for a facility, it is important to first decide into what jobs the trainees will be placed. If persons are going to be trained as dishwashers and placed into community restaurants and cafeterias, a training facility staff person should visit several different restaurants, in order to find out what the important behaviors are that are required in order to obtain and maintain a job in that setting. The following behaviors and skills should be analyzed by the staff person while observing a placement setting:

(1) the specific tasks which will be performed by the person
(2) speed requirements of each task
(3) quality requirements
(4) amount of supervision typically available
(5) number of routine task changes
(6) number of novel task changes
(7) amount and type of supervisor interactions
(8) amount and type of co-worker interactions
(9) time management skill requirements
(10) money skill requirements
(11) reading requirements
(12) counting requirements

These types of skills and any others appropriate for the particular job, whether it be food service, janitorial, assembling, or any other, should be analyzed before placing an individual trainee into a particular site, and will be discussed in a later section. The purpose of the list presented here is to specifically pin down the behaviors and skills which need to be included as goals in the training program and, thus, to be taught. Of course, the answer to some of these questions may lead you to conclude that the job area would be inappropriate for the majority of retarded persons and, thus, a training program would not be started to teach it. Obviously, if sophisticated reading or math skills were required, it would be an inappropriate job for most retarded persons. However, if for a particular job you find that a person only needs to identify a set number of words and count to one hundred, these skills could be taught to the majority of retarded persons fairly rapidly and, thus, should be included in the goals if the job is chosen to be trained. There will be additional information on how to select jobs to include in a training program in Section IV.

In order to analyze the task characteristics above, a staff person should both observe and record detailed information on as many workers successfully performing the job in the job sites, interview and question the workers and question the job supervisors or managers about the list.

As stated before the purpose of these observations and interviews in the "real world" settings is to find out the necessary behaviors that are required to work in the particular job and to, thus, set these as standard goals in the training setting.

The second phase of formulating these goals is to make sure that the goals have been stated in accordance with the goal setting criteria: observable, countable, and the circumstance under which each should occur.

In summary it is extremely important to standardize program goals for all trainees in the workshop. The goals should represent those behaviors that all persons will have to exhibit in order to obtain and maintain employment in the competitive sector for a particular job. This will insure that the staff is attempting to move all trainees toward the most normal level possible. Many of the trainees in a particular facility may never move out into the competitive sector, but by setting the same long-term goals for them as for everyone else, regardless of their current functioning, all trainees will begin with an equal opportunity. We are all aware of the role that expectations can play in determining outcome. By setting standard goals we are guarding against discrimination of someone based on the severity of their disability.

With regard to long-term standard goals, many training facilities have adopted one of the commercial behavior scales like the Materials Development Center (MDC) Behavior Identification Form or the Manual for Observation and Client Evaluation in Workshops. Though these scales may have demonstrated uses, you should be cautioned against using them for several reasons. Most important, the behaviors listed are not stated in such a way to meet the three criteria that would make them useful to you. These behavior scales also are to general in that they do not apply to any one type of job in terms of specific tasks, speed or quality requirements, etc. These scales are often used to assess trainees on a yearly or bi-yearly basis to obtain a gross idea of where the trainees are, and whether they have progressed over the past several months. As you will see later, you will use your goals to measure your trainees' progress daily and to write program intervention plans. Your goals will also be based on specific behaviors persons need in order to work in specific industries.

Individual Goals

After writing long-term goals for your facility, you are ready to set goals for individual trainees. As stated previously, each of the trainees will have already progressed to different levels in regard to each of the standard goals. The staff needs to assess each trainee on each of the goals in order to determine at what level they are currently functioning for each of the goals. By evaluating an individual trainee, the facility can decide (1) which long-term goals to set for the person, and (2) which smaller or short-term goals need to be achieved in order for the person to reach the long-term goal.

The process of converting goals into an assessment system will be discussed shortly. However, for the time being, let's assume that after data have been taken for the standard, long-term goal, "does as requested immediately each time a request is made by a supervisor", it is found that a trainee, John, actually did so only three times out of ten, or 30 percent of the time a request was made. You find that, in fact, on four occasions he completely refused to comply and the other three times it took him several minutes to comply. This long-term goal then clearly needs to be worked on for John. It is possible to simply attempt to get John to meet that long-term goal. However, it has been shown that it is much more effective and in the long run faster to start with smaller subgoals that the client will be more likely to achieve. For example, in this case a subgoal or short-term goal might be for John to respond to 50 percent of the requests within one minute. When this is achieved the next short-term goal might be 75 percent in thirty seconds, and then 100 percent in fifteen seconds. Short-term goals must also be written so that they are observable, countable, and so that the circumstance under which you expect to see the behavior occur is specified.

In the above example complies with requests the behavior is made up of one component and, thus, the subgoals must be degrees of that one behavior. With other behaviors like assembling a piece of machinery or bus riding, the long-term goal is made up of many different components. For example, for bus riding the trainee has to (1) leave the house, (2) walk to the bus stop, (3) identify the correct bus, (4) board the bus, (5) pay the fare, (6) ride the bus, (7) depart the bus at the correct stop, and (8) walk to work. This is actually a simplification of the number of bus riding steps, but one can see how complex it is. In this case the subgoals would be accomplishments toward increasing the number of tasks correctly performed in the sequence.

The process of breaking complex tasks into smaller components is called task analysis. The importance of doing a task analysis for complex skills cannot be emphasized enough. We often take many skills for granted and forget how complex the skills are. To demonstrate this to yourself, take a box of Kleenex and write down all the steps there are in blowing your nose from grasping a tissue to the final throwing away of the Kleenex. As you will see there are a minimum of ten steps depending on how far the task was broken down; some steps could be fairly difficult for a person with poor manual dexterity or eye-hand coordination. (Some persons also have never learned to blow their nose on command.) By writing each step down you will also be sure that a complex skill is taught in the correct order each and every time. Consequently, it insures that the training is consistent.

In order to do a task analysis you should perform the tasks several times yourself and watch another person perform the task in order to be sure that you know all of the steps involved and the correct order in which they should be performed. For some tasks there will not be a necessarily correct or best way to perform it. To insure consistency in these cases, you will have to decide on one particular way.

Now you are ready to assess and evaluate which, if any, of the subtasks need to be targeted as a short-term goal. Remember to write the short-term goals which you have obtained from task analysis in the same way as the others were written; make sure that the exact behaviors, the exact amount of behavior and the exact circumstances under which you expect to see it are specified.

Some of the steps which you identify as short-term goals may themselves be made up of several steps. If a trainee is deficient in a particular skill which is targeted as a short-term goal, you should attempt to see if you can break it down further before you begin teaching it. For example, if you are teaching bus riding to a trainee and (s)he is unable to board the bus correctly (one subtask or short-term goal making up bus riding), that step should be broken down further into (a) when all departing riders are clear of the door the trainee will wait turn and orderly walk up the bus steps, (b) the trainee will stop at the toll meter, (c) the trainee will say hello to the driver, (d) the trainee will show the bus driver his bus pass and/or drop the correct change into the meter, (e) the trainee will walk toward the back of the bus and sit in an empty seat. How far you break down a goal and the number of steps you include on your list will depend on the trainee. If the trainee is having trouble with a particular step once you have begun instruction, that step may need to be broken down further.

A particular trainee may also exhibit a behavior which is not related to a standard goal, but clearly stands in the way of competitive employment. For example, a trainee may have stereotypic hand movements, drool, have temper tantrums, exhibit negative statements, etc. In these cases the trainer should attempt to define the behavior so that it is observable and then write a goal that is observable and countable, and states the circumstances under which it should occur and not occur. The trainer may establish the following as a goal: David will not verbalize any statements during the day that are negative, including "I don't like you", "I hate work", "He's picking on me", "I'm dumb", etc. He will say at least ten positive or neutral statements, such as "I'm finished", "I like it here", "John helped me mop the floor", etc.

The importance of identifying and writing behavioral goals is extremely great for both the overall program and the individual client. It insures not only program and trainer accountability and credibility but also is a tool in providing quality training.

CHAPTER 2: MEASUREMENT

The previous chapter discussed how to set goals, both short and long-term. In order to assure that we know if and when trainees reach the goals which are set for them, their progress must be assessed. Proper assessment also indicates how rapidly progress is being made and what is causing this progress or lack of it. The most important criterion for proper and useful assessment is that it be objective rather than based on subjective impressions and opinions. As both the research literature and probably your own personal experience illustrate, subjective impressions are often dramatically different from the real facts.

The first step in assessment is to decide how you are going to do it. There are many, many different ways to observe behavior, to record behavior, and then to analyze it. There are advantages and disadvantages to all of these ways. Your job is to think carefully about all of your options and attempt to select the method that will first give a clear and accurate representation of the actual behavior, and second be simple and convenient for you to use.

Observation and Recording Methods

Frequency

Frequency is the most widely used data collection method because it is easy to use and is useful for a wide variety of behaviors. Frequency data is collected by simply observing and recording each of the pinpointed behaviors that occur in a specified time period. For example, if you are interested in finding out how many temper tantrums a trainee has in a day, you would simply make a mark on a sheet of paper each time the behavior occurs.

EXAMPLE-FREQUENCY RECORDING

Client: John Behavior: Tantrums

Observer: David Time period: Entire work day, 8 a.m. - 3 p.m.

Date	Frequency	Number
November 10	𝍸	5
11	IIII	4
12	𝍸 I	6
13	𝍸	5

Other examples of behavior that could be recorded as frequencies are the number of gadgets put together in one hour, number of times per day a trainee asks for assistance, number of dishes washed correctly in fifteen minutes, and the number of times the trainee correctly identifies the correct time in a timetelling program.

There are three major methods of using frequency recordings. The first is to keep the observation time constant every day and simply compare the total frequencies across days. For example, in the illustration of temper tantrums, if the observation period was between 8:00 a.m. and 3:00 p.m. every day, frequency totals could be used to analyze behavior changes. However, if you observed the behavior during different time periods each day, a second method would have to be used. In this case you would calculate what is called a rate (rate = $\frac{\text{number}}{\text{time}}$).

EXAMPLE-RATE CALCULATIONS

Date	Time	Frequency	Rate
November 10	60 min	3	$\frac{3}{60}$ = .05/min
11	90 min	7	$\frac{7}{90}$ = .078/min
12	60 min	5	$\frac{5}{60}$ = .083/min
13	120 min	8	$\frac{8}{120}$ = .067/min

The third method of using frequency recording involves counting the number of behaviors that occur and the number of opportunities given to perform that specific behavior. For example, if you are counting the number of different tasks completed correctly in one hour and one day the trainee is assigned ten tasks and the next day is assigned twelve, the data would be calculated as a percentage of correct responses (percent = $\frac{\text{no. of correct responses}}{\text{no. of opportunities}}$ x 100).

EXAMPLE-PERCENTAGE CALCULATIONS

Date	No. of Opportunities	No. of Correct Responses	Percentage
November 10	10	6	$\frac{6}{10}$ = 60%
11	15	9	$\frac{9}{15}$ = 60%
12	12	9	$\frac{9}{12}$ = 75%
13	18	11	$\frac{11}{18}$ = 61%

Paper and pencil is the most widely used method of recording frequency. You may also use a golf or grocery counter. If you are going to use a data collection system with several trainees over an extended time period, it is helpful to devise a standard data sheet that can be duplicated and used by all data collectors in order to assure that the same information is always collected and that the information can be easily found and interpreted during later review.

The time of day and the length of observation time will depend upon the behavior being measured and the practical constraints for the observers. If a behavior occurs frequently and, if it occurs at about the same frequency at all periods of the day, then the behavior could be recorded for a relatively short period of time at different times each day. Those behaviors that do not occur frequently should be recorded continuously (all day). One rule of thumb is that any behavior occurring ten or less times should be recorded continuously. As the behavior occurs more frequently, the observation period may be decreased. If a behavior occurs at higher frequencies during one period of the day than at another, samples should either be taken during both periods or during the period when it is highest.

When recording data during only one portion of the day it could be recorded either for one time block (e.g., 9:30 - 10:30) or for many smaller time blocks (e.g., the first five minutes of each thirty-minute period). The second method allows you to obtain a sample of data throughout the day for those behaviors which might not be equally distributed throughout the day **without** having to record data continuously. The behavior must occur frequently enough to use this method.

Another method of data recording for high frequency behaviors is called interval recording. The observation period is divided into equal intervals of observation (e.g., thirty minutes is divided into one-minute observation intervals. The observer may do one of three things. First, the observer may observe throughout the entire interval and record a behavior occurrence only if it occured throughout that interval period. For example, if staying on task is the behavior of interest, the observer would watch during the entire minute and, if at any time the trainee was not on task, the trainer would not record an occurrence of on-task for that interval. A variation of this procedure involves observing throughout the interval and recording an occurrence if the behavior occurs at any time during the interval. Whether the behavior occurs one, ten or twenty times does not make a difference - the mark would show that at least one occurred during that particular interval. For example, if for taking data on stereotypic hand movements for fifteen one-minute intervals, and during the first interval five movements occurred, only one mark would be recorded for that interval. One last variation of interval recording requires the data recorder to observe by looking at the trainee for only a split second, deciding if the behavior of interest is occurring and then record. For example, for data collection of talking for twenty thirty-second periods, this method requires the data collector look up at the beginning of each interval, decide if the person is talking, look down and record, look up at the beginning of the next interval and so forth.

In each of these interval recording methods, the data should be calculated and analyzed as the total number or the percentage of intervals in which the behavior was observed.

EXAMPLE-INTERVAL RECORDING

Trainee: Steve
Date: 12-2-78
Observer: Mary
Behavior: Talking

Intervals		Intervals	
1	+	11	+
2		12	+
3	+	13	+
4	+	14	
5	+	15	
6		16	+
7		17	
8	+	18	+
9	+	19	+
10		20	+

Total: 13

Percent: $\frac{13}{20} = 65\%$

Duration

Duration is a measure of how long a behavior is emitted during each occurrence. In finding out, for example, exactly how long it takes a trainee to do a specific job or in finding exactly how long a trainee's tantrum behaviors last, duration measurements are used. In order to get a duration measure, the observer has a watch or clock with a second hand or a stopwatch. When the behavior begins, the time on the clock is noted or the stopwatch is started. The time when the behavior ceases is then noted. The time elapsed between the beginning and end of the behavior is the duration measure.

Response Latency

A similar measure called a response latency is the period of time that elapses between one behavior and another. This is particularly useful with behaviors that are cued by other behaviors. For example, response latency is used when finding out the exact amount of time between a supervisor giving an instruction and the trainee complying with that instruction, or the amount of time it takes a person to get back to work after the lunch period is over.

Graphing Methods

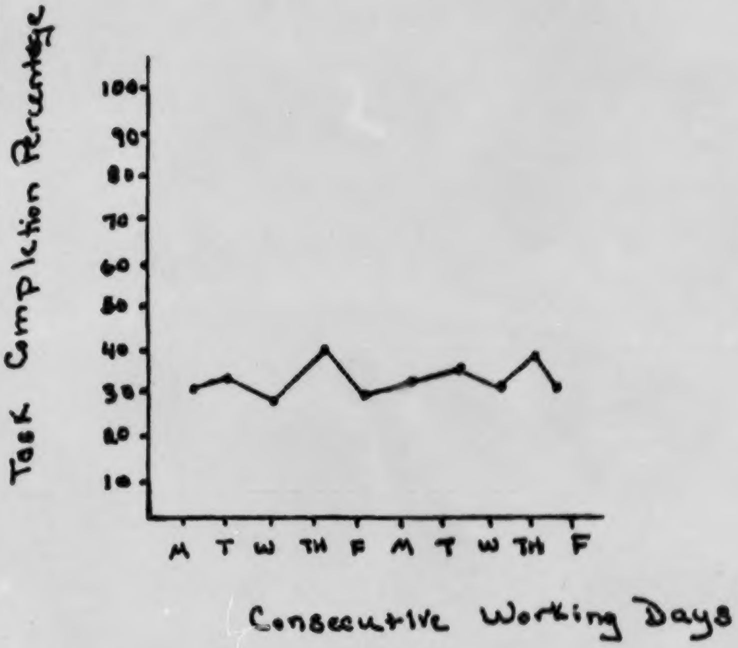
After the data has been collected and computed, it is graphed or charted to provide a visual picture of the data. A graph makes it extremely easy to see behavior changes. The following is the task completion percentage data for one trainee. As you can see, it is difficult to determine if or what kind of changes are occurring.

EXAMPLE-PERCENTAGE DATA

	M	Tu	W	Th	F
Week 1	30	33	27	40	30
2	35	39	34	40	35

You can see clearly from the graphed data, however, that there has been very little change over the ten-day period.

EXAMPLE-GRAPHING METHOD



Many people are intimidated by graphs but graphs actually are extremely easy to make and to understand if six simple steps are followed. The only materials needed are graph paper, purchasable at a drug or dime store, a pencil and a ruler. The six steps to correctly complete a graph are:

(1) Draw axes

(2) Label and scale axes

(3) Plot the data

(4) Label conditions

(5) Draw a key

(6) Label graph

Draw Axes. A horizontal line is drawn across the bottom of the page and a vertical line up the lefthand side. These should meet to form an "L" shape.

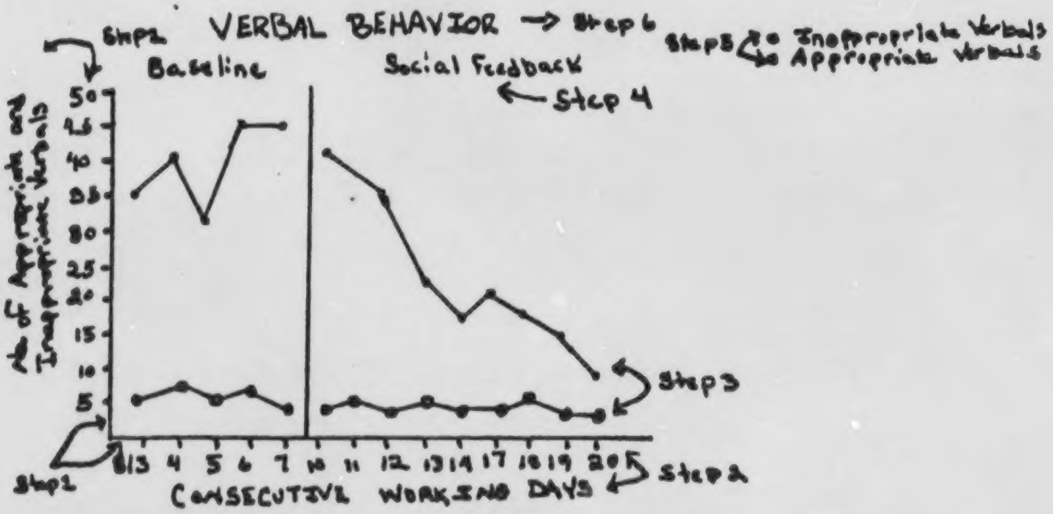
Label and Scale Axes. The vertical line is labeled with the behavior measure, e.g., percent of task completion or number of gadgets completed or number of temper tantrums. This line should be divided into equal units of measure and labeled, e.g., 0, 10, 20, 30, 40, ... The lowest possible value (usually zero) is placed on the line across from the bottom. The bottom line (horizontal) is labeled with the observation period used, e.g., consecutive working days. The horizontal line should be divided into equal units and labeled, e.g., Monday, Tuesday, Wednesday, and so on. If data is never collected on Saturdays and Sundays or any other days, these days should not be listed on the graph.

Plot the Data. In order to place the data points on the graph, you need to find the point along the horizontal line which represents the observation session which you are recording. That point is followed upward until it is level with the point on the vertical line representing the response measure recorded that session. A mark such as a dot, a circle, a triangle, or a square is made at that point. This is done for each observation session for which data were collected. When two or more points have been plotted, they are connected by a straight line. If sessions or days are missed and no data are collected, the data points before the break and the first session afterward are not connected.

Label Conditions. When making a change in the training procedures being used, a change should be indicated on the graph. A vertical, broken line is drawn to separate the data in the different conditions. The points between the conditions are not connected. The procedures used are labeled over the appropriate data.

Draw a Key. When collecting data on two or more behaviors for the same trainee, you may place the data for both behaviors on the same graph. In this case you may distinguish between the behaviors by using different symbols for each, and then labeling each via a key at the top righthand corner of the graph.

EXAMPLE-STEPS IN GRAPHING



Label Graph. At the top or bottom of each graph page the title of the entire graph is written. Usually just the pinpointed behavior(s) need to be included, e.g., task completion.

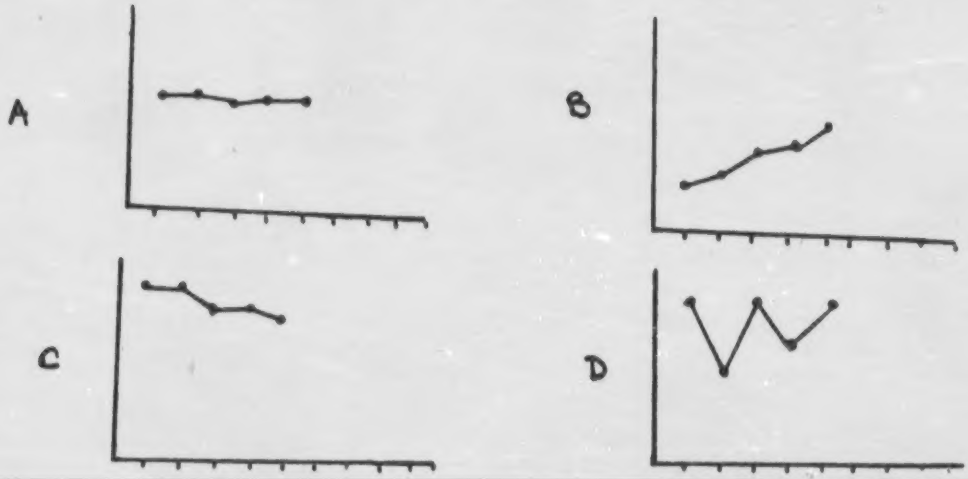
The trainee's name and the person responsible for the program, data collection and graphing should also be included on the graph.

Baseline and Data Analysis

Before beginning to teach a skill or to change a behavior, baseline data needs to be collected. Baseline data should be collected in exactly the same way that data will be collected when treatment begins. There are several functions of baseline data: (1) It indicates at what level the trainee is functioning before the intervention begins. (2) It allows you to use this current level of functioning in setting more reasonable goals for training. (For example, if during baseline your client is producing five gadgets during a thirty-minute period, you would want to start with a goal slightly higher than five rather than an unreasonably high level such as twenty, although this may be the ultimate goal. (3) It allows you to compare the intervention data to the baseline data and, thus, clearly be able to say if the procedures have been effective.

Normally you should follow the rule of thumb to collect baseline data for at least three days and until the data is stable. Stable data means there is little change up or down in the data across time. Also acceptable is to change conditions if the data shows a clear trend in the direction opposite to that which is desired.

Example A data is clearly stable and thus intervention can begin. The number of tantrums in example B is increasing during baseline and, EXAMPLES-BASELINE DATA



although this is not stable, it is going in the opposite direction to which the intervention procedures will be designed to produce - decrease tantrums. Example C shows the data going down during baseline and intervention should not begin until the data stabilizes at some level, or until it begins to increase again. The reason for this is that, if intervention began when the data were going down and then continued to go down during the intervention phase, the trainer would not know if the intervention procedure was what caused the change. Perhaps the tantrums would decrease to acceptable levels without any intervention. Example D's data is variable with no clear trend up or down. More data days should be accomplished in this case. After several additional days, if the data continue to be variable, it is acceptable to begin intervention, since it can be reasonably assumed that variability is characteristic of this particular trainee's behavior.

After starting intervention procedures, you should continue to graph the data daily, and carefully watch the graph for the kind of changes that are occurring. You should normally continue with the same procedures for at least ten days. Of course, if the trainee reaches the goal before the ten days are over, the condition should be changed. If the trainee has not reached the goal after ten days, you should consider changing the intervention, breaking the behavior into smaller steps, etc.

Agreement Measures

With some behaviors no matter how much effort is put into trying to define them as clearly and objectively as possible according to the three criteria (observable, measurable, and the circumstance when it occurs), there is still some subjectivity and vagueness about them. This is usually not a problem with work skill since it is fairly easy to define and observe when a job begins and ends, how fast it was done, and if it was done correctly. Formulating an objective definition is often a problem with social behaviors, since there are many times limitless varieties and subtleties of one behavior. For example, what is a pout? A pout might include a constant frown, refusal to interact, foot stamping, sitting in a corner, refusal to make eye contact. A trainee may exhibit one or all of these at any time, and other ones that the trainer has never observed. Also, how long does the pout have to occur before it is counted, and how long between pouts before it is considered two rather than one pout?

In cases where there is some question regarding a definition and where there is concern about whether the observer/trainer is consistently judging and recording data, a second, or even third observer should be used. The second observer will take data on the behavior at exactly the same time and in the same manner as the usual observer. If the two closely agree on an occurrence and non-occurrence of behaviors, then the definition is adequate, and the observer is probably able to consistently judge the occurrence of the behavior. If the two observers do not agree closely, then the definition is not adequate and/or the observer is not able to consistently judge the occurrence of the behavior. In this case another attempt should be made to better define the behavior, and the primary observer and secondary observer should continue to practice observing until a high level of agreement occurs, indicating consistency of data collection.

Degree of agreement can be determined in one of two ways. The first is to add all of the instances of behavior recorded by each observer and obtain a percentage agreement: $\frac{\text{\# of behaviors by observer 1}}{\text{\# of behaviors by observer 2}} \times 100$. A second way is comparing each behavior that is recorded by the two observers and add up the number of agreements and disagreements and then calculate a percentage of agreement: $\frac{\text{\# of agreements}}{\text{\# of agreements + \# of disagreements}} \times 100$.

EXAMPLE-AGREEMENT MEASURE

	Method 1			Method 2
	Observer 1	Observer 2		
Pouts	1	1	=	+
	1		=	-
	1	1	=	+
	1	1	=	+
		1	=	-
	1	1	=	+
			=	+
	1	1	=	+
	1		=	-
	7	6		

# of agreements = 6
# of disagreements = 3

$\frac{6}{7} \times 100 = 86\%$

$\frac{6}{9} \times 100 = 67\%$

This chapter has provided a description of the most common and most widely used observation, recording and graphing techniques. In conjunction with goal setting, proper measurement of client progress is an extremely powerful tool in assuring program quality.

CHAPTER 3: TRAINING TECHNIQUES

There are many environmental events that influence behavior. In our every day lives we rarely attend to these things, although they are still influencing our behavior and others around us. In training situations, however, it is important to become acutely aware of these influences and structure them to insure that they are utilized in the most effective and efficient manner for the progress of the trainee.

General Classes of Influencing Events

Positive Reinforcing Events. Events which follow a behavior, strengthen that behavior, and increase the chance that the behavior will occur in the future are called positive (+) reinforcers. It is extremely important to recognize that everyone's positive (+) reinforcers are different, and that a (+) reinforcer for you may not be one for your trainees. For example, the opportunity to earn money is probably very reinforcing for you, but many of your trainees may care less about it. The only way to find out if something is reinforcing for a particular trainee is to try it out - make it a consequence of a behavior and see if the behavior increases.

Negative Reinforcer. A negative (-) reinforcer is one that when removed as a consequence of behavior increases the chance that the behavior will occur in the future. For example, when a trainee is sent to an unoccupied area of the room for tantrumming and is allowed to return to his co-workers' area only upon his or her ceasing of the tantrum, the unoccupied area serves as a negative reinforcer if appropriate behavior increases when the trainee is in the unoccupied area.

Discriminative Events. There are events which come before behavior and which signal that the behavior(s) will receive certain consequences. We all know that certain behaviors are appropriate at certain times and in certain places, but not at other times and in other places. Discriminative stimulus includes clues which signal different behaviors at different times, supervisors' comments to "begin work", signs on busses which identify them, traffic lights, and so on.

Neutral Events. There are many events that may be neutral to a particular trainee. The example of money as a non-reinforcing event for some people is a good one. Another example is that a verbal reprimand for some trainees may be an effective punisher. Still another example is that for some of your trainees a red light may not serve as a discriminative stimulus for stopping at curbs. In all these cases it probably is important that they become reinforcing, punishing or discriminating events. In order to do this, the neutral event (money, reprimands or red lights) needs to be paired with an event which is not neutral. For example, if you wish to make money reinforcing for a trainee, you might give the trainee money and then allow him or her to immediately use the money to buy obviously reinforcing things like food, magazines, and free time. You would continue this exchange process until the trainee clearly understood that money was the way to obtain these reinforcers and, thus, was reinforcing in itself. You could be sure of this when you use money as a consequence for a certain behavior and the behavior, in fact, increased in frequency.

These principles listed and described above are the basis of operant training. The specific techniques of training are all based on these principles or laws of learning. The following will be a description of some of the more frequently used training techniques.

Specific Training Techniques

Attention

Attention has proven to be one of the most powerful and versatile reinforcers available. Attention includes verbal praise, a pat on the back, a handshake, a smile, a wink, or maybe just a look in the person's direction. Attention, however, may also include verbal reprimands, yelling, nagging, physical abuse, a frown, etc. Because attention includes so many behaviors that are easily used as part of our everyday environment, we must become much more conscious about what we are doing while in the training area and around the trainees. The effect of each of the above listed types of attention as reinforcers can only be determined by trying each with a particular trainee, taking data and analyzing it. You can be fairly well assured that positive attention (praise, smiling) with most trainees will act as a reinforcer (increase behavior). With many trainees, however, negative attention (nagging, reprimands, frowns) for unwanted behavior will also increase the occurrence of these behaviors. As a rule of thumb, attend only to the behaviors that you want to occur. Do not give positive attention to unwanted behavior. Be very careful, also, about using negative attention for unwanted behaviors. If you are going to use negative attention, it is more effective to use it in combination with other punishers (timeout, loss of tokens, etc.) Remember, however, that in teaching a new skill it is important to always tell the trainee when a mistake has been made in a non-punishing manner. If a mistake is made by the trainee, the trainer should simply say "No, do it this way" in a neutral tone of voice and with no facial expression.

Verbal Instructions

Verbal instruction consists of describing how to perform a task, behavior or skill. Although we are all used to giving verbal instructions to others, for the retarded person who is learning new and relatively complex skills the instructions must be given carefully. With many retarded trainees a command to "sweep the floor" will be insufficient. This is where a task analysis becomes useful. The trainer may have to say "Pick up the broom, hold it in both hands - one on each side of the stick, and push it forward on the floor, getting all the dirt as you go."

The amount of detailed verbal instructions will depend on the individual trainee, but especially during the initial skill acquisition period all instructions to all trainees should be given in a clear voice, fairly slowly and one instruction at a time.

Modelling or Demonstration

Modelling is a procedure which involves showing a person exactly what you want him or her to do. This has been found to be particularly important when teaching skills to retarded persons who usually have some difficulty understanding verbal instructions. Modelling is not only useful with work skills such as putting a machine together or sweeping a floor, but also with social behaviors such as greeting co-workers in the morning. Modelling should always be accompanied by a verbal description and feedback on the trainee's subsequent performance.

Physical Assistance or Guidance

This is a procedure whereby the trainer actually touches or takes hold of the trainee in order to physically maneuver him or her through the motions that are required to perform a task. This procedure is useful for those trainees who are not able to learn a task simply by being told how or shown how to do it.

EXAMPLE-PHYSICAL GUIDANCE

Goal: The trainee will mop the floor.

Procedure: The trainer reaches around the trainee and puts his hands over the trainee's moving the mop in the desired motion.

Prompting or Cueing

Prompting and cueing are two procedures which serve as signals to the trainee to perform the task. The prompt or cue may be physical, visual or verbal. Prompting and cueing are less intense and complex than verbal instructions, modelling, or physical guidance. Prompts and cues are used after the trainee has demonstrated the ability to perform the task.

EXAMPLE-PROMPTS AND CUES

Goal: The trainee will go to lunch at the correct time independently.

Procedure: The trainer points at the clock at the correct time and says "What time is it?"

Extinction

Extinction is the removal of all attention contingent upon an unwanted behavior. This can be one of the most effective but most difficult procedures to use, since it is difficult to assure that no-one gives the trainee any attention. In a training program where other trainees are in close proximity, their attention may be reinforcing also. Remember that attention may include a person looking at the trainee. A mere reduction in attention given to a trainee does not usually reduce the occurrence of unwanted behaviors. Intermittent or periodic attention can often be more effective in maintaining both positive and negative behavior over the long run. It is important to realize that when extinction is in its initial stages there is often a sharp increase in the unwanted behavior, usually lasting for a few days followed by a gradual decline. This increase is probably caused by the person's frustration at receiving no attention for a behavior which previously had received much attention. When the person finally realizes that no amount of the behavior will be attended to, (s)he will gradually cease it. However, this initial increase can be too difficult to tolerate in many practical situations, and often someone will break down and give attention, which will make the problem worse than before.

Social Instruction

One of the easiest and most natural procedures that a trainer can use is social instruction. It also happens to be the procedure that will be sufficient to teach and change most behaviors if used appropriately. The more complex and difficult procedures, that will be outlined in this chapter like timeout, overcorrection, visual cues, and token economies, will be required with only a few trainees and for a few behaviors.

Social instruction is a combination of several procedures - verbal instruction, modelling, physical guidance if required, praise for appropriate or correct behavior, and neutral or negative verbal feedback for inappropriate or incorrect behavior. Whether a trainer chooses to give neutral feedback or a reprimand for inappropriate or incorrect behavior will depend on the particular trainee and behavior. If a trainee is only just learning a skill, only neutral feedback should be provided. If the inappropriate behavior is clearly, or proves to be, attention gaining, then the trainer will want to give either neutral or no feedback to the trainee.

Another important component of social instruction is the provision of a rationale. During the instruction the trainer should give the trainee a clear statement regarding why the performance of the desired behavior and cessation of the undesired behavior is important. For example, the trainer is teaching the trainee to say hello to co-workers and the supervisor in the morning, the trainer will say something like "It is important that you are friendly to the people you work with, that you get to know them, and that they like you, because these are the people that you will be spending most of your days with. It will make your job more enjoyable if people like you; they will be more willing to help you out on your job if you need it."

EXAMPLE-SOCIAL INSTRUCTION

Goal: The trainee will no longer exhibit nonsensical verbalizations and the rate of appropriate verbalizations will increase.

Procedure: The trainer will tell the trainee that an attempt is going to be made to decrease the amount of nonsensical verbals and increase appropriate verbal interactions. The trainer will define exactly what a nonsensical verbal is, giving numerous examples. The trainer will also describe what an appropriate verbal interaction is, and will give several examples. The trainer will also explain why it is important to be able to talk appropriately to people: "People will like you better and will want to talk to you and spend time with you." The trainer and trainee will then practice appropriate verbal interactions. Any time during the practice session or the day that an appropriate interaction is exhibited, the trainer will praise the trainee. Each time an inappropriate interaction is given, the trainer will say "No, that is nonsense talking. If you talk like that, people won't want to be around you."

Timeout

Timeout is the procedure of removing the trainee from any reinforcers for a short period of time contingent upon unwanted behavior. An appropriate timeout location should be arranged which includes a well lit, properly ventilated room with no people, no harmful objects, and no activities (magazines, radios, TV, etc.) for the person to interact with or engage in. A chair should be provided for the person to sit on.

On the first day that this procedure is instituted, the trainee should be told that the targeted behavior is undesirable and why, and that if it is exhibited, what will happen. When the behavior occurs a staff member should immediately approach the trainee stating "Because you just hit John (or whatever the behavior is), you will have to go to the quiet room." This should be stated in a neutral but firm voice. The staff member should walk with the trainee to the room and tell him or her the amount of time that (s)he will have to remain there. Do not make any other statements and do not discuss the situation with the trainee. After the time is up the trainee should be told to return to work and not to discuss the behavior.

If the trainee does not go to the room upon request, gently take his or her arm and guide the person to the room. If the trainee physically resists this procedure, it is best to devise another procedure. The physical confrontation will be disruptive for the training program, will probably be reinforcing for the trainee and, of course, you may lose!

The length of time in the room should be relatively short - usually no longer than thirty minutes. The time should be the same every time the procedure is used unless the trainee continues to act inappropriately while in the quiet room. The trainee should not be allowed to leave the room until (s)he is no longer engaging in the specific behavior for which (s)he was put in there, or any other disruptive behavior.

Overcorrection

Overcorrection is a procedure utilized to both eliminate inappropriate behavior and to increase appropriate behavior. There are two overcorrection procedures: (1) Restitutional overcorrection requires the person to not only correct the environmental consequences of the inappropriate behavior, but to correct it to a state which is better than it was before the behavior occurred. For example, if a trainee throws trash on the floor, (s)he may be required to pick up both the trash thrown and all the trash in the building. (2) Positive practice overcorrection requires the person to practice repeatedly the appropriate behavior. For example, a trainee continues to make the same error in putting together a gadget over several days of instruction. When an error is made the trainee is required according to the overcorrection procedure to repeat the same step ten times before going on to the next step. Another example occurs when a trainee is unable to recall his or her age in an interview program. The trainee is required to repeat his or her age five times each time (s)he answers incorrectly. In many cases restitutional and positive practice overcorrection are combined.

EXAMPLE-OVERCORRECTION

Goal: The trainee will not run through the workshop knocking things over when unsupervised.

Procedure: After the trainee exhibits the undesirable behavior (s)he will be required to pick up all knocked over objects, sweep and mop the floor, and straighten all the desks. (S)he will then be required to practice walking through the workshop twenty times consecutively without knocking things over.

Visual Cues

Many retarded adults have a great deal of difficulty in remembering instructions and performing the expected behavior from one day to the next, while many who have this ability do not do so because of the dependence on others to tell them what to do. For those persons with difficulty functioning independently either because of recall deficits, reliance on others, or both, cues can be extremely useful.

Visual cues are some type of pictorial representation of the expected tasks, behaviors or skills. These cues may include photographs, drawings, symbols, or words. Behaviors which pictures cues have been found to be especially useful in teaching are independent movement from one task to another, grooming and time management. These programs will be detailed later. Generally, the procedure is to display the pictures where the trainee can easily refer to them. The trainer makes sure that the trainee knows what each picture cue is, and then instructs him or her to refer to the pictures and to then perform the behavior indicated.

EXAMPLE-VISUAL CUES

Goal: The trainee will change from one task to the next without a prompt.

Procedure: Pictures of each task will be placed in order on a wall in the training room. The trainee will be taught to look at the first picture, complete the task, look at the second picture, complete it, and so on.

Visual Feedback

Another extremely effective tool for this population is visual feedback. This procedure requirs the trainer to provide the trainee with some form of visual or material feedback after an appropriate, correct, inappropriate or incorrect response. The visual or material feedback might be marks on a blackboard under the trainee's name, colored stickers on a piece of paper on the wall, "+" or "-" on a card which the trainee carries in his or her pocket, poker chips dropped in a jar or given to the trainee, and so on.

This type of procedure is widely used in the form of a token economy procedure (to be discussed in this chapter) where the points or chips are traded for some valuable. It is clear, however, that just the visual feedback without the back-up reinforcer, for whatever reason, is in itself of use in changing behavior. The reasons may include that the trainee is more able to clearly understand his or her performance with the visual feedback than with only verbal feedback, or that the public nature of the feedback - others can either easily see it and they can show it to their friends and parents.

EXAMPLE-VISUAL FEEDBACK

Goal: The trainee will not talk while working.

Procedure: The trainer will place a mark on the chalkboard each time the trainee talks.

Self-Monitoring

Self-monitoring is the procedure which has the trainee taking data on his or her own behavior. This procedure can be used for either appropriate behavior (e.g., the trainee marks on the chalkboard every time (s)he moves from one task to another without a prompt) or for negative behavior (e.g., the trainee marks on a card every time (s)he complains) or for both appropriate and inappropriate behavior at the same time.

Self-monitoring can be effective in both teaching new behavior and in maintaining behaviors once changed. This procedure is especially useful for the retarded population since they, in most cases, have learned to be extremely dependent on other persons to control and direct their behavior. If they can be taught to gain some control over their own behavior, the likelihood of continued high performance in a competitive job situation will be greatly increased.

EXAMPLE-SELF-MONITORING

Goal: The trainee will complete each task on time.

Procedure: The trainee will place a colored sticker on a sheet of paper on the wall next to the appropriate task for each one completed on time.

Token Economy

A token economy is a system which uses some type of symbolic object such as poker chips, points, or stars as immediate reinforcers, which can then be exchanged at some later time for valuables (money, products, food, activities, privileges). This system may be used to consequate positive behavior by earning tokens, or it may include the loss of points for inappropriate behavior. The system is most effective when a large number of item choices are provided, with special care that the list includes several things that the trainee finds extremely reinforcing. Different costs (number of tokens or points) are attached to each item depending on its worth. The trainee is allowed to choose from the offered choice whatever (s)he can afford.

The token economy is particularly useful in a work training situation since it matches closely the contingency that will operate once the person is placed on a job in the real world. The system is invaluable in helping the trainee to recognize the relationship between work and consuming.

A token system is also an extremely effective way of consequating inappropriate behavior without the necessity of social attention. When a behavior occurs the trainee simply marks the number of points lost and informs the trainee of the loss. The interaction should be very neutral and no more said about the behavior.

Figure II-1 is an example of a point card which is applicable to a vocational site. The card can be kept on a wall by the trainer or kept in

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Insert Figure II-1 about here

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the trainee's pocket. When and how the trainee is allowed to exchange the points for items is an important consideration. At the beginning of training the exchange period should be fairly short (the end of each period), and then slowly increased to the end of each day, the end of each week, and so on. Of course, you want to make sure that the trainee continues to perform at high levels as the schedule of exchange is lengthened.

You might want to use the token system for some trainees with only one or two behaviors which are particular problems. With others you may use the system to consequate literally all critical vocational, social, and self-help behavior throughout the day.

Maintenance and Generalization

With the procedures described in this manual the majority of behaviors can be successfully trained in a vocational setting. The issues that we have not discussed yet, and which are often forgotten by training practitioners, may result when the procedures are discontinued. If the behavior deteriorates as soon as the procedures are discontinued, or when the trainee is put into a new setting or with new persons, then success of the program is questionable. The ultimate goal, of course, is for the trainee to continue to exhibit the appropriate behavior without the need for a token economy or constant and

TRAINEE ______________________ DATE ______________

POINTS EARNED (+)	LOST (-)	DESCRIPTION	CODE	TR. (INITIAL)
		CARRIED OVER		

_______ - _______ = _______ - _______ = _______
(EARNED) - (LOST) = (TOTAL) - (TOTAL SPENT) = TOTAL

ITEM	POINT PRICES	POINTS SPENT
BUS TICKET	1	______
LUNCH (LEFT-OVERS ONLY)		
A. MAIN DISH	30	______
B. DRINK	3	______
C. DESSERT	10	______
D. SOUP	10	______
E. SANDWICH	20	______
COFFEE OR TEA DURING BREAKS	2	______
EXTRA 10 MIN. FOR LUNCH OR LEAVING EARLY(1 ONLY)	10	______
T.V. ROOM (1 HOUR, BREAKS OR BEFORE WORK ONLY)	6	______
APRONS	20	______
DAY OFF (NOT MORE THAN 1 PER MONTH ALLOWED)	200	______
SPECIAL PRIVILEGE (NEGOTIATED WITH TRAINER: NO MORE THAN ONE PER WEEK) NO LESS THAN	10	______
STORE ITEMS 1 POINT = 1¢		______

LIST ITEMS BOUGHT: ______________________

TOTAL ________

FIGURE 11-1

immediate intervention. The person should also continue to exhibit the appropriate behaviors and skills when they are moved to a new task, a new area of the facility, to another trainer, and, most important, to a job in competitive industry. These are issues of maintenance and generalization.

In order to insure that maintenance of behavior occurs when the procedures are removed, a fading phase must occur. Fading is the process by which, instead of removing all of the procedures at one time, the trainer slowly and systematically removes them, paying close attention to the data to assure that as more and more are removed the behavior still maintains.

EXAMPLE-FADING FOR MAINTENANCE

Goal: The trainee will complete all assigned tasks independently each day.

Procedure: A picture of each task will be posted on the wall in order of completion. The trainee will look at the first picture, complete it, look at the next picture, complete it, and so on. Immediate feedback will be provided on correct and incorrect performance.

Fading: After ten consecutive days of 100 percent correct performance, feedback will be given only at the end of the day. After ten more consecutive days of 100 percent, two of the pictures will be removed; after three consecutive days of 100 percent correct responding, two more pictures will be removed; and so on until no more pictures remain. After five consecutive days of 100 percent responding, feedback at the end of the day will be discontinued.

If the behavior drops to an unacceptable level during a step of the fading procedure, a return to an earlier level should occur, and then the fading procedure begins agian when the behavior has returned to the acceptable level. A drop in behavior probably means that fading is occurring too quickly and that smaller steps need to be taken.

To insure that generalization occurs, two things are required. First while training for a particular behavior or skill is occurring, the trainee should be required to exhibit the behavior for as many people and in as many situations as possible.

EXAMPLE-GENERALIZATION

(See preceding examples on fading.)

If possible, a second trainee should supervise the trainee to assure that the tasks will be completed independently in the presence of another person.

Similar tasks and pictures should be used in a different training area, aiding successful transition to the eventual placement site.

Second, once the person is, in fact, moved to the new supervisor or situation, the program should be reinstituted for a brief time period. The best example of this is the necessity for a trainer to spend at least a few complete days with a trainee when (s)he is placed into a competitive position. Not only does the person need to be trained to perform new skills, but also to have the past critical work and social skills reinforced in a new situation.

Shaping or Successive Approximation

Shaping or successive approximations occur when the criterion for success is set at initially low levels, and then is slowly increased as the trainee improves.

EXAMPLE-SHAPING OR SUCCESSIVE APPROXIMATIONS

Goal: The trainee will sweep the designated work area correctly in twenty minutes.

Procedure: The trainee will first be required to correctly sweep half of the area in fifteen minutes for three consecutive days. The trainee will then be required to sweep half the area in ten minutes, all of the area in twenty, then fifteen minutes.

Backward Chaining

Backward chaining is a technique used to teach behaviors which occur in a fixed sequence. The last behavior is taught first, then the next to the last, and so on until the trainee is able to do all of the behaviors in the correct sequence. With many trainees this may be much more effective than teaching from the first step to the last, since by starting with the last, they are reinforced each time with the successful completion of the behavior or task.

EXAMPLE-BACKWARD CHAINING

Goal: The trainee will assemble a five-piece circuit board.

Procedure: The trainer teaches the trainee the **last** (fifth) step in sequence first, then the fourth, then the third, and so on until the trainee is able to do all five steps from 1 to 5.

How to Choose Which Procedure to Use

This chapter has attempted to briefly describe the majority of the intervention procedures that are commonly used and known to be effective. The question that the trainer is posed with on a practical basis when dealing with an individual trainee's learning or behavior problem is what procedure is the most effective for this trainee and this problem. There are no absolutely right or wrong answers or any formula to use to help in the decision. A partial answer is that, as a trainer gains experience using each of these procedures with different kinds of trainees and different kinds of behaviors, this decision will become much easier. Another partial answer is that whenever a procedure is selected for a trainee and a behavior, it is only a best guess. Until you try it and collect the data you will not know if it will be effective - there are never guarantees that a procedure will work. When it does not, another procedure is selected, implemented, and data collected. This is continued until something is found that works.

There are fortunately a few rules of thumb that will provide some assistance in making training procedure selections. The first is that negative procedures (reprimands, timeout, overcorrection, etc.) should not be provided when a trainee is first learning a skill. Training of new skills should always be done in an extremely positive manner, including making the learning of the skill as easy as possible for the trainee by breaking the task down into small steps and making the criteria for success attainable.

A second rule of thumb is that the least restrictive the procedure the better. Least restrictive means those which are the most like those that are used to train "normal" people, and which are most like those that will be operating when the trainee is no longer in the program. The most restrictive procedures usually are much more complex and complicated to operate and are, thus, much less "normal", and less like those which operate in the "real" world. One particular problem with using more restrictive procedures is that trainees oftentimes come under such strong control of them, that it is extremely difficult to remove them and still maintain the behavior. Consequently, it is best to start out with the least restrictive procedures (social instruction) and then, if the skill or behavior has not reached criteria, more complex ones can be attempted.

Trainee-Trainer Rapport

In order to assure success with these procedures, it is important to establish a good rapport between the trainer and the trainee. It is often true that the trainee is not entirely sure (s)he wants to be at the facility, and the structured environment is new and threatening.

Trainers should establish themselves as "reinforcing events" for each individual trainee immediately. To accomplish this, a trainer must pair himself or herself with something that is already reinforcing or pleasant to the trainee. Clues from the parents or group home may indicate that the trainer should sit with him or her at lunch a few times, talk to him or her about movies, sports, stories, accompany him or her to the coke or milk machine during break, ask questions about his or her likes, etc. As training time increases, the trainer should be looked upon by the trainee as the person who hands out earned praise, tokens, etc.

Though reprimands and such may also be part of the training day, it is important that the trainer maintain this overall positive rapport by remaining neutral to the trainee during punishing periods, positive and pleasant during most of the work day, and objective during all of the work day. As with all other adults, insincerity and unfairness will be readily perceived and will become an obstacle in successful communication and training.

Another important means of assuring rapport and respect between trainees and trainers is the use of rationales for behavior. Whenever a trainee is requested to do something or not to do something, it is important for the trainer to explain why. For example, if the trainee is being requested to move faster, the trainer should say something like "You need to work faster because once you're placed in a job you will have to work really fast in order to get all your work done and keep your job." If the trainer is telling the trainee not to talk while working, an explanation like the following should be given: "It is important that you don't talk because you can't get your work done, and other people can't get their work done when you are talking. You can talk when you are on break." By giving an explanation for behavior the trainee will better understand the reason for the trainer's commands and will be more willing to cooperate. The trainee will also feel that the trainer has enough respect for him or her to give such an explanation.

These are some of the procedures which have been found to be effective training and behavior change techniques. There are others that are described in books about behavior modification. There also are some which may not be considered behavioral. As long as you take objective data on the behavior when a technique is being used, and can demonstrate its effectiveness, then any procedures can be considered appropriate. (Of course, ethical factors must always be considered.

SECTION III

EMPLOYMENT SKILLS

CHAPTER 1	Vocational Skills
CHAPTER 2	Self Help Skills
CHAPTER 3	Social Skills
CHAPTER 4	Individual Program Plans
CHAPTER 5	Pay Incentives
CHAPTER 6	Data Summarization

The purpose of this section is to present an example of how one program, the Food Service Vocational Training Program, utilized the information in the previous section to select specific skills and behaviors necessary for employment in one industry, and to devise data collection and training procedures to assist and teach these skills and behaviors. The majority of these skills will also be important employment skills for other industries into which retarded persons will be placed. For some industries some of these will not be necessary and some others will need to be added. For example, one of the skills necessary for food service is the ability to independently use a clock to go to breaks. However, in many factories a siren or horn signals the breaks for all workers. On the other hand, few restaurant jobs (non food preparation related) require counting, while in laundries where large numbers of identical objects are washed and folded counting may be necessary skill. Hopefully, using the examples contained in this section you will be able to come up with the standard behavior and skill goals for the job area(s) which you have selected and intend placing persons into and to devise data collection and intervention procedures for each of them.

Chapters 1, 2 and 3 describes in detail the vocational, self-help and social standard program developed by the FSVTP, respectively. Chapter 4 deals with the teaching of the work-money-products concept, which few retarded persons have developed, but is crucial to maintain high levels of performance on the job. Chapter 5 provides some easy to follow methods of summarizing the data from all the standard and individual programs conducted on each trainee daily.

CHAPTER 1: VOCATIONAL SKILLS

As you learned in the previous section, the first step in training work skills is to identify the general job areas to be trained (e.g., dishwashing, janitorial, groundskeeping). The second step is to actually observe people in the industry doing these jobs and identify the tasks required. The third step is identifying a list of tasks for trainees, which includes most of those that are performed in the industry facility (e.g., sweeping floors, picking up trash, counting, time management). The fourth step is to perform a detailed task analysis for each of these jobs for training purposes. The following are the vocational skills and behaviors that have been found critical for success in competitive employment, and the programs designed to teach each.

Correct Task Completion

When a trainee first enters a program, the emphasis should be placed on teaching the person to perform each task correctly. Correct task completion includes two things: first, that the trainee knows all of the steps in each task and how to do each, and, second, that each is done with a high level of quality. For example, if you train a person to sweep a floor, you know that a person knows how to do it if (s)he does all the correct sweeping movements and moves around the entire floor area, but also when (s)he ceases to sweep, the floor is clear of all dirt and other particles. When a trainee first comes into the program intensive training will be needed to learn to complete each task correctly based on these two criteria. As the trainee learns how to do each task, the amount of instruction decreases. Figure III-1 identifies five levels of intervention that occur during this period.

Insert Figure III-1 about here

The five levels of intervention in Figure III-1 are listed, left to right, from the most intensive and structured assistance required to the least. The levels of intervention are: (1) physical assistance, (2) modelling, (3) verbal instruction, (4) directives, and (5) motivational prompts.

A separate task acquisition form is used for each terminal task performed by the trainee. The trainee's name, the trainer's name, the assigned task and the allotted time to complete the task are indicated on the first three lines of the form. The date (i.e., for ten consecutive workdays), the time (ST) the trainee begins the task (for calculation of total time), and the total amount of time (TT) it takes the trainee to complete the task for each day are indicated on the top right side of the form.

Each assistance level is listed on the form, followed by a grid of thirty squares for each day. Each assistance level has squares available for ten consecutive days, which correspond with the days listed at the top of the page. For example, Day 1 listed at the top of the page is the same as Day 1 listed on each assistance level.

The trainer records instances of assistance given to the trainee by placing an "X" in the square corresponding to the appropriate level and date. All instances of intervention are recorded even if more than one is given per task. When two types of assistance are given simultaneously

DAY	DATE	ST	TT
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

TASK ACQUISTION FORM

TRAINEE ______________________________

TRAINING ANALYST ______________________________

TASK ______________________ TIME ALLOWANCE _____

MOTIVATIONAL PROMPT

1	2	3	4	5	6	7	3	9	10

DIRECTIVE

1	2	3	4	5	6	7	8	9	10

VERBAL INSTRUCTION

1	2	3	4	5	6	7	8	9	10

MODELING

1	2	3	4	5	6	7	8	9	10

PHYSICAL ASSISTANCE

1	2	3	4	5	6	7	8	9	10	DAY

FIGURE III-1

Food Service Vocational Training Program (e.g., modelling and verbal instruction), only the most intensive one is recorded. Acquisition data is recorded for all tasks during the workday.

Physical assistance requires the trainer to demonstrate the task by physically guiding the trainee through the mechanics of the task. Modelling requires the trainer to demonstrate the physical movements and finished product needed for the task to be completed correctly. Each of these types of assistance are given with verbal instruction. Verbal instruction consists of the training analyst describing each step of the task to be performed. A directive is simply a command to perform the entire task (e.g., sweep the floor). Motivational prompts are commands from the trainer that do not specifically state the nature of the task to be done, such as prompts that instruct the trainee to move faster or to attend to the task (e.g., "Stop looking out the window.") Motivational prompts are not considered part of this acquisition process, but are information that may be useful in analyzing why a trainee is not acquiring a task in later stages of training.

The format of instruction is from the least structured in sequence to the most structured (excluding motivational prompts). In other words, the training analyst begins with a directive (e.g., "Pat, sweep the floor.") If the directive is insufficient for the trainee to correctly complete the entire task, a verbal instruction is given (e.g., "To sweep the floor, first go to the supply closet over there and get a broom.") If the instruction is enough for the trainee to continue the task, no further assistance is necessary until another instruction is needed.

If the instruction is not sufficient, modelling (plus instruction) is given. (Note: When modelling and instruction are given simultaneously, only modelling is marked on the data sheet.) If an instruction is given, followed by modelling (plus instruction), then instruction is marked once and modelling is marked once. If modelling is insufficient, then physical assistance (plus instruction) is given. A directive need only be given once: not for each instruction.

The acquisition training format is as follows: (1) directive ("Go sweep the floor"), (2) instruction(s) ("Push the broom forward"), (3) modelling ("Push the broom like this"), and (4) physical assistance /"Push the broom" (with a push on the trainee's hands)/.

The goal of acquisition training is to decrease the amount of physical assistance and modelling to zero for three consecutive days, with a minimum of one instruction per three minutes. Only one direction should be given per task. If the goal is not reached after ten consecutive training days, an individual program (see Section V) is written and implemented. When the goal of acquisition training has been reached for all of the assigned tasks, acquisition data collection is terminated.

Task Performance - Speed and Independence

In a competitive work situation it is important that a person not only "knows how" to perform each task, but also can perform each quickly and without the need for supervision. Figure III-2 is an example of a task performance data collection sheet for five trainees through which speed and independence can be monitored.

TRAINEE A	Min/Pts	Start Time	On Time	WT		BT
				Q	M	
1. Set up salad bar	14/2					
2. Clean dish carts	10/1					
3. Clean white sink & mirror	10/1					
4. Clean womens bath & office	10/1					
5. Wipe sink area	7/1					
6. Unload	1/tray					
7. Load	1/5 tubs					
8. Shut down machine	5/1					
9. Clean filters, put back	10/1					
10. Mop dishroom	7/1					
Percentage						

TRAINEE B	Min/Pts	Start Time	On Time	WT		BT
				Q	M	
1. Clean cart	5/1					
2. Clean dumpster area	6/1					
3. Dry dishes - 20 min/20 dishes	20/2					
4. Remove, clean, fill sinks	12/1					
5. Wash dishes - 20 min/20 dishes	20/2					
6. Dry dishes - 20 min/20 dishes	20/2					
7. Clean sink	15/1					
8. Sweep	20/1					
9. Mop	20/1					
Percentage						

TRAINEE C	Min/Pts	Start Time	On Time	WT		BT
				Q	M	
1. Clean, fill sink	12/2					
2. Wash dishes - 20 min/20 dishes	20/2					
3. Empty, clean, fill sinks	12/2					
4. Wash dishes	20/2					
5. Clean windows	12/1					
6. Empty garbage	8/1					
7. Wash dishes	20/2					
8. Clean sink	15/1					
9. Sweep floor	20/2					
10. Mop floor	20/2					
Percentage						

TRAINEE D	Min/Pts	Start Time	On Time	WT		BT
				Q	M	
1. Move carts to serving area	8/1					
2. Clean mens bathroom	7/1					
3. Wash sinkers	5/1					
4. Return sinkers	8/1					
5. Clean stainless steel	20/2					
6. Load	1/5 tubs					
7. Unload	1/tray					
8. Return sinkers	10/1					
9. Move out carts	10/1					
10. Dump garbage	3/1					
11. Pull & clean drains	7/1					
12. Sweep	7/1					
13. Mop	10/1					
Percentage						

TRAINEE E	Min/Pts	Start Time	On Time	WT		BT
				Q	M	
1. Fill sinks	4/1					
2. Set up machine	4/1					
3. Load/unload leftover dishes	15/2					
4. Clean locker/coffee area	10/1					
5. Sweep dishroom	10/1					
6. Clean dishmachine	10/1					
7. Set up silverware line	5/1					
8. Sort silverware	1/1-5					
9. Return serving carts	10/1					
10. Wash sinkers	5/1					
11. Stock silver	10/1					
12. Clean sink	10/1					
13. Sweep	10/1					
14. Mop	5/1					
15. Shut down & clean silverline	10/1					
Percentage						

TRAINER:________________________ DATE:____________________

DAILY TASK PERFORMANCE SHEET - KITCHEN
FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-2

Speed

Space is indicated for each trainee's name and the date. Each trainee here is assigned eleven or twelve tasks per day. The assigned tasks consist of tasks from the completed task analysis, and are listed in order for daily assessment. Next to each in brackets are the approximate times each task should begin during the day. In the next column the allotted maximum time criteria assigned to each task is indicated. Time allowances were determined by averaging the time taken by several experienced food service employees to complete each task. "Start Time" indicates the time that the trainee actually begins the task. If the trainee completes the task correctly within the allotted time, a "+" is placed in the "On Time" column. If the trainee completes the task correctly but not within the allotted time, a "-" is placed in the column. At the end of the day, the percentage of tasks completed on time is calculated by dividing the number of tasks completed "on time" by the total number of tasks completed. The percentage data for each day is then graphed. An example would be as follows:

TRAINEE Bill	Min/Pts	Start Time	On Time	Seo	
				WT	BT
1. Clean, fill sink	12-2	11:00	+		
2. Wash dishes-20 min/20 dish	20-2	11:12	+		
3. Empty, clean, fill sinks	12-2	11:32	–		
4. Wash dishes	20-2	11:50	+		
5. Polish stainless steel 3 min per door	12-1	12:10	+		
6. Clean windows	12-1	12:40	+		
7. Empty garbage (lunch)	8-1	12:50	+		
8. Wash dishes	20-2	1:45	–		
9. Clean sink	12-1	2:10	+		
10. Sweep floor	20-2	2:20	–		
11. Mop floor	20-2	2:45	+		
			73%		

Bill completed eight out of eleven of the tasks assigned to him "on time", i.e., three tasks took longer to complete than the allotted time. The "Start Time" column is used by the trainer as a reference time, so that the total amount of time it takes the trainee to complete the task can be easily calculated. Seventy-three percent (8/11) of Bill's tasks were completed on time on that particular training day.

Note that a "+" requires that the task be completed correctly on time. Consequently, if a trainee completes a particular task within the time criteria but when the trainer checks it, it is clear that it has not been done correctly, the trainee must be required to again attempt to complete the job correctly. If this repetition of the job (or subsequent additional repetitions) causes the time criterion not to be met, then the trainee would receive a "-" for that task. For example, if Bill completed sweeping the floor (20-minute criterion) in fifteen minutes, but wen the trainer checked it there were pieces of food still on it, he would be required to do the task over. With the three minutes it took for the trainer to check it and to give him feedback and the seven extra minutes it took him to resweep the floor, it took a total of 25 minutes. He, thus, would receive a "-" for sweeping that day.

The speed criterion set up here requires that each trainee complete ninety to one hundred percent of the assigned tasks on time for a period of at least thirty days before being considered for placement. Standard training procedures as described previously, e.g., social instruction, are applied to increase a trainee's speed of task completion. Money reinforcement is also used for all trainees as a contingency for speed and other behaviors. The money reinforcement system will be discussed in detail later in this section. If a trainee's percentage levels are extremely low, or if a trainee does not make reasonable progress (i.e., according to the graphed data), then an individual program plan is written and implemented. For example, an average of fifty percent of tasks completed "on time", with no improvement over a period of thirty days, would strongly suggest that an individual program be incorporated into the daily training procedures.

One type of intervention program that has proven very successful for increasing speed is shaping. That is, the time criterion for success for a particular trainee for a particular problem task is relaxed (i.e., set a greater amount of time than that which will be ultimately required). When the trainee achieves the relaxed criterion it is tightened up slightly, until the trainee is able to complete the task in that time. This is continued until the time requirement is at a competitive level. For example, if the competitive time to sweep a floor is 15 minutes but a trainee is doing it routinely in a 25 minutes, the trainer may chose to make the criterion for this trainee to aim for at 22 minutes. If (s)he sweeps the floor in 22 minutes, praise is given and any other payoffs arranged. After a few days of consecutive performance at 22 minutes the criterion would be decreased to 20 minutes. The time would be slowly decreased until the trainee reached 15 minutes.

Alone or in conjunction with shaping the use of a kitchen timer has been found to be effective in increasing speed. The trainer or trainee would set the timer to the number of minutes allowed for completion of the task and place it in view and hearing distance of the trainee. The trainee is told to try and "beat the clock" - to complete the task before the timer goes off.

Another procedure which is useful for increasing speed alone or in conjunction with shaping and a timer is visual feedback. Each time the trainee meets the speed criterion the trainer or the trainee (self-monitoring) places a mark or sticker on a chalkboard or sheet of paper on the wall.

Independence

There are two major behaviors which indicate the trainee's ability to work independently: (1) the number of times the trainer must prompt the trainee to move from one major task to the next (between task independence) and (2) the number of prompts the trainee must be given in order to assure that each task is completed correctly and on time (within task independence). Within task independence consists of two types of prompts: quality and speed. Quality prompts are those statements about how to do a job correctly or better (the majority of these should have been taken care of during the acquisition phase). Speed prompts are those which have to do with working faster and getting a job done on time.

Independent between task and within task behavior are recorded by the trainer on the daily task performance sheet. To the right of the "On Time" column are columns labelled "BT" (between task) and "WT" (within task). The within task column is divided into columns labelled "Q" (quality) and "S" (speed).

If the trainer has to tell the trainee to begin a task because (s)he is standing around doing nothing, is continuing to work on a previous task when it has been completed, has mixed up the sequence of the tasks, or is doing a task assigned to another trainee or not assigned, then the trainer should place a tally (1) under "BT" for that task on the performance sheet. Even if the trainer must prompt the trainee more than once, only one tally should be marked for each task. If no BT prompt is given, a "-" should be marked for the task. For example, Bill needed a prompt for moving from cleaning the floor to emptying the garbage, but not for moving from cleaning the sink to sweeping the floor.

TRAINEE Bill	Min/Pts	Start Time	On Time	Seq	
				WT	BT
1. Clean, fill sink	12-2	11:00	+	—	/
2. Wash dishes-20 min/20 dish	20-2	11:12	+	—	—
3. Empty, clean, fill sinks	12-2	11:32	—	/	/
4. Wash dishes	20-2	11:50	+	///	/
5. Polish stainless steel 3 min per door	12-1	12:10	+	—	—
6. Clean windows	12-1	12:40	+	—	—
7. Empty garbage (lunch)	8-1	12:50	+	//	—
8. Wash dishes	20-2	1:45	—	/	—
9. Clean sink	12-1	2:10	+	—	—
10. Sweep floor	20-2	2:20	—	/	/
11. Mop floor	20-2	2:45	+	/	—
				50%	70%

For each Q or S prompt given, a tally should be marked for that task. For example, for "Clean sink" Bill needed three Q prompts and one S prompt.

At the end of each work day BT independence is calculated as the percent of tasks changed correctly without a prompt. Therefore, if out of ten tasks Bill moved independently to seven, the percent of between task independence would be 7/10 or 70 percent. For WT independence two methods of expression can be used. First, the number of quality prompts are totalled and the number of speed prompts are totalled and are simply expressed as a frequency measure. Second, the number of tasks which receive no Q or S prompts are added and a percent of within task independence is calculated. For example, if Bill received no WT prompts for five of the jobs, the within task independence would be 5/10 or 50 percent.

The use of visual cues has proven to be extremely helpful in teaching job independence. Pictures are taped to a wall on a cardboard backing close in the trainee's work station in the correct sequence for easy reference. It is best to use pictures of the trainee doing each of the tasks. Pictures produced by the instant processing cameras are clear enough to use and are convenient since you don't have to wait for store processing. Teaching trainees to use picture cues to independently change tasks (BT) includes a pre-instructional training session, instructional feedback, and praise.

Pre-instruction is given at the beginning of the day on use of the pictures. Instruction includes modelling ("When this job is finished, go to the wall, and look at the next picture, like this"), and practice (i.e., requesting the trainee to go through the sequence of finishing a task, walking over to look, and then moving to the next correct task). Three practices are given for each pre-instructional session.

Feedback regarding use of the pictures is given during the work day. If at any time the trainee is instructed to go on to the next task or is told what the visual cue means, the interaction is recorded as a between task (BT) prompt. Only by looking at the picture of the next task in sequence and beginning that task without verbal prompts is the behavior recorded as an independent BT change. Verbal praise is given for independent task change. When the trainee independently moves from each task to the next for five consecutive days, the trainer should begin to fade the praise for correct responding - give praise after two correct task changes for a few days, then after every five days for a few days, then only at the end of the day. The picture cues at this time can be attempted to be faded. With a few trainees they may always need the pictures, but you should attempt to fade them for every trainee. The number of pictures removed at one time and the number of days you remain at each fading schedule will depend on the individual trainee. If a trainee is unable to maintain high levels of independent functioning without the cues, you can use the same procedures when (s)he is placed. You of course, will have to take new pictures of the new tasks required there. Although the use of pictures may be less than advantageous because of the attention that it might attract to the trainee by the other workers, if the pictures are the only means for the trainee to be able to work independently, the advantages of working as opposed to not obviously outweigh the disadvantages of the pictures.

A similar procedure can be used for within task (WT) independence. This would include identifying crucial checkpoint tasks that a trainee has had problems with. Within task prompts would then be faded, with the pictures taking the place of the analyst. After the trainee completes each task with no instruction from the training analyst for three to five days, the picture cues would be faded.

Another procedure which is useful for obtaining independence is self-monitoring, alone or with visual cues. After the trainee completes each task (s)he will check it off and move on to the next task. If pictures are used, the check would be made under each picture. If pictures are not used, a sheet with the tasks labelled like the one shown in Figure III-3 can be used. This sheet can be used for self-monitoring independent movement from one task to the next or completion of tasks on time or both.

Insert Figure III-3 about here

Self-monitoring can also be used during and after the trainee's transition to a job. The program facilitates job independence and maintenance of work skills indefinitely. Employers can be taught its use, and thereby help the trainee to be successful long after the trainer ceases to be involved in the employment setting.

Time on Task

A behavior important for job retention is the appearance of being busy by moving and being on task. Employers in any industry are unable to continually monitor an employee's job performance, but they are able to make spot checks of performance by occasionally being present in the work area. An employee who is standing still, talking or daydreaming is unlikely to keep a job if (s)he is observed by his or her employer - even if (s)he has completed the assigned tasks efficiently. In addition, a relationship exists between a worker's time spent attending to his or her tasks and production output. Therefore, data are collected and training is done of trainee "on task" behavior

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
SELF-MONITORING SHEET

BUS TASKS

DATE ____________

TRAINEE C

Ready for work 1	Set up cart 2	Set up tables 3	Return tubs 4	Shut down tables 5	Put supplies away 6	Wipe cart and put away 7	Clean dessert bar 8	Clean station 9

FIGURE III-3

(i.e., time spent working at the assigned task versus time spent "off task").

"On task" behavior is collected on a sample basis at an appropriate time during the work day. A 15-minute sample is taken daily on trainees who do not maintain ninety to one hundred percent on time task completion. Trainees who are maintaining eighty to one hundred percent task completion only require a weekly sample. If a trainee is having problems with one task, a sample should be taken during his performance of that task. Observation of time on task is done with a standard time interval data sheet and a stopwatch. An example of a time interval data sheet is shown in Figure III-4.

Insert Figure III-4 about here

At the top of the sheet is space for the name of the trainer, the job station, the sheet number (if more than one is used per day), the date, and a place to indicate whether the recording sheet is for agreement purposes (described below). The behavior code is listed for reference, and two columns are listed for data collection.

Each column has space for the trainee's name, the time of day data collection began, the total amount of time data was collected for the trainee, and the task performed.

The data columns list thirty time interval spaces. A sufficient time interval for recording on task behavior is thirty seconds. One data column would, therefore, consist of 15-minute samples. A one-minute

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
TIME ON TASK/INTERVAL DATA SHEET

Training Analyst ______________________ Date ______________

Station ______________________ Sheet No. _____ of _____

Agreement check (Circle one)

Yes No

ON TASK	NOT ON TASK	NOT APPLICABLE	PROMPT	PRAISE
+	-	0	/	/

TRAINEE ______________

TIME START ______________

TOTAL TIME ______________

RATE ______________

AGREEMENT ______________

	Prompt	On Task	Praise	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Frequency of each			
Proportion and percentage			
Agreement percentages			

TRAINEE ______________

TIME START ______________

TOTAL TIME ______________

RATE ______________

AGREEMENT ______________

	Prompt	On Task	Praise	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Frequency of each			
Proportion and percentage			
Agreement percentages			

FIGURE III-4

time interval may be optional. Space is available during each interval to record on task behavior, prompts, praises, and other behavioral occurrences.

"On task" is defined as any observable physical activity that is related to the trainee's assigned task. When a trainee is observed working at his or her task during the entire (thirty-second) interval, a "+" is recorded in the space. When a trainee is not involved in doing his task for more than one second, a "-" is recorded for the entire interval. "Not on task" is behavior such as standing still, being involved in an activity not related to the assigned task (e.g., waving hands), talking socially, daydreaming, etc. A "0" is recorded for non-applicable times, such as when the trainee leaves the work area or when the training analyst is unable to observe the trainee. Vocational prompts and praises given during the time sample are also recorded and summarized as rates, since the level of time on task may be a function of the level of trainer interactions.

The "Comments" column is available for recording any peripheral events or behaviors that occur during the same time interval. For example, a comment could be made as to specific reason why a trainee received a "-". Inappropriate verbals, occurrences of drooling, etc. could be recorded as daily behavior samples. This data could then be used as a basis for an individual program.

On the bottom of the observation sheet is space for summary data on total frequencies, proportion and percentages (or rates), and agreement percentages. "Frequency of each" is for summing the number of intervals the trainee spent on task, and the number of intervals in which prompts and praises were given. Proportion and percentages are usually calculated by dividing frequency by total intervals, e.g., 20 "+" on time divided by 30 intervals equals 67 percent.

CHAPTER 2: SELF-HELP SKILLS

The following are self-help skills which the FSVTP has found to be critical for competitive employment success. They are time management, grooming, instruction following, and job interviewing. The steps in identifying defining, and establishing criteria for self-help skills are the same as those for vocational skills.

Time Management

One of the characteristics that most employers place great importance on is promptness. Behaviorally, this translates into the employee consistently performing certain behaviors at assigned times, including going to lunch, returning from lunch, going to break, and returning from break. An employer does not want an employee going to lunch or break long before the assigned time or remaining away from work longer than allowed. Unlike the situation in a sheltered workshop the competitive work employer does not have the time or desire to prompt the employee every day to go to or leave break or lunch. In other words, employers demand that employees "manage" their time at work independently and appropriately.

Many persons interested in preparing retarded adults for competitive employment have interpreted employers' demands for "time management" as demands for "time telling". Employers, in fact, do not care if an employee can tell time, but only that they perform critical behaviors at assigned times.

A program was developed to train trainees who are non-timetellers to manage their own time. Each trainee is assigned a time to go to lunch, to return from lunch, to go to break, and to return from break. In order to assess if the trainee needs specialized intervention, baseline data are first collected.

Phase I - Baseline Procedures

The data collection form is shown in Figure III-5. A space is provided at the top for the trainee's name. The sheet is divided into five sections, one for each day, Monday through Friday. Each daily section is comprised of five columns labelled "Assigned Time", "First Request", "Number of Additional Requests", "Actual Time", and "Verbal Response". Each day is further divided horizontally into rows labelled "To Lunch", "From Lunch", "To Break", and "From Break". A space is also available in each day's section to record the person who records the information, who made the agreement check and the percent of agreement.

Insert Figure III-5 about here

During baseline evaluation, the training analyst tells the trainee before work what his or her assigned times are, and asks the trainee to repeat each until correct once (e.g., "I go to lunch at 1:30"), and explains the necessity of doing these things without being told. On the data sheet the trainer records the assigned times for each of the behaviors.

During the working day, if the trainee requests to perform a behavior at the assigned time, the trainer will record the time under "Actual Time", ask him or her what the assigned time is (e.g., "What time do you go to lunch?" and say "Okay, go on to lunch." If the trainee attempts to go to lunch more than ten minutes prior to the assigned time, the trainer records the time in the "First Request" column, and tells the trainee that "It is too early, go back to work". Each additional time the trainee requests to go to lunch ten minutes before the assigned time, a tally is made in the "Number of

TRAINEE

	EXPECTED TIME	FIRST REQUEST	NUMBER OF ADDITIONAL REQUESTS	ACTUAL TIME P	VERBAL RESPONSE
MONDAY					
TO LUNCH					
FROM LUNCH					
TO BREAK					
FROM BREAK					
RECORDER		AGREEMENT BY			PERCENT
TUESDAY					
TO LUNCH					
FROM LUNCH					
TO BREAK					
FROM BREAK					
RECORDER		AGREEMENT BY			PERCENT
WEDNESDAY					
TO LUNCH					
FROM LUNCH					
TO BREAK					
FROM BREAK					
RECORDER		AGREEMENT BY			PERCENT
THURSDAY					
TO LUNCH					
FROM LUNCH					
TO BREAK					
FROM BREAK					
RECORDER		AGREEMENT BY			PERCENT
FRIDAY					
TO LUNCH					
FROM LUNCH					
TO BREAK					
FROM BREAK					
RECORDER		AGREEMENT BY			PERCENT

TIME MANAGEMENT SHEET
FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-5

Additional Requests" column, and the trainee is told "It's too early, go back to work." When the trainee requests to go to lunch ten minutes or less before the assigned time, the trainer records the time under "Actual Time", asks the trainee "What time do you go to lunch", records this under "Verbal Response", and says "You are early, go on to lunch, but remember from now on go at 1:30." If the trainee attempts to go to lunch less than ten minutes after the assigned time, the analyst records the time under "Actual Time", asks the trainee for the verbal response, records the time, and then says "You're late, go on to lunch, but remember from now on to go at 1:30." If ten minutes pass and the trainee has not requested to go to lunch, the trainer says "You're late, go on to lunch, but remember from now on to go at 1:30." The time is recorded in the "Actual Time" column. The procedures are the same for returning from lunch, going to break, and returning from break.

Baseline information should be collected for approximately five days. If the trainee demonstrates that (s)he can perform these behaviors, the instruction phases are not necessary. Data should continue to be collected in order to insure that the trainee continues to perform correctly.

If the baseline data indicate that the trainee is consistently early and/or late, the time management instructional package is implemented. The instructional package consists of three major components: (1) time card, (2) pre-instructional training, and (3) instructional feedback.

Phase II - Time Card, Pre-instruction, and Instructional Feedback

The trainee is given a time card on which four clock faces are represented. Between the first clock labelled "To Lunch" and the second clock labelled "From Lunch" a lunchbox is represented, and between the third clock labelled "To Break" and the fourth clock labelled "From Break" a coke is

----

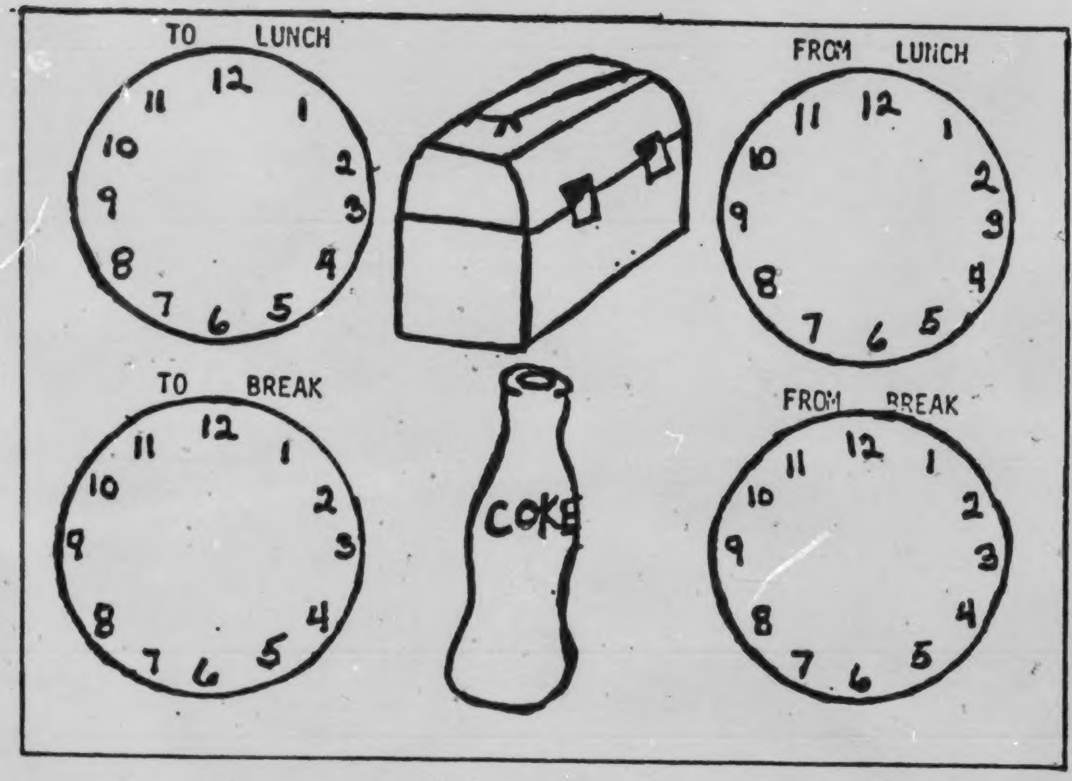
Insert Figure III-6 about here

----

represented here. The trainer draws in the hands of the clock representing assigned time.

The first part of pre-instruction consists of teaching the trainee to identify the correct clocks on the time card. In a quiet area, the analyst sits next to the trainee facing a wall clock, and explains the importance of being on time, and of going to and returning from lunch and break at the correct time without someone telling him or her. The trainer then explains that "Each of the clocks on the time card shows what the 'real' clock should look like when you are supposed to go to lunch (trainer points to correct clock), when you come back from lunch (points), when you go to break (points), and when you come back from break (points)." The analyst then says "Point to the clock that you use to go to lunch." If the trainee points to the correct clock, praise is given. If (s)he points to the incorrect clock, the trainer says "No", and shows him or her the correct one. This procedure continues until the trainee points to the four clocks correctly eight consecutive times. The point commands are mixed, i.e., not always to lunch, from lunch, to break, and from break.

The second part of pre-instruction consists of teaching the trainee to match the correct time representation on the time card with the correct time on a "real" clock. The trainer moves the hands of the wall clock to match the lunch clock representation, and says "Point to the clock on your card that looks like the 'real' clock." If the trainee responds correctly, praise is given. If the trainee points to the incorrect clock, the trainer


TO LUNCH
FROM LUNCH
TO BREAK
FROM BREAK
COKE
12
1
2
3
4
5
6
7
8
9
10
11

TIME CARD

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-6

says "No", points to the correct clock, and explains why the two match (e.g., "The big hand points to the twelve and the little hand points to the three.") This procedure continues until the trainee matches each clock face with the wall clock twice correctly, for a total of eight consecutive correct responses, mixing the questioned clock.

Following the pre-instructional training period, the trainee and analyst tape the time card to a wall in an easily and continuously visible location in the training station. At this time the trainer reminds the trainee to "Keep an eye on the real clock (point) and the time card, and when the real clock looks just like this clock (point to 'To Lunch' clock face) you tell me you want to go to lunch."

If the trainee attempts to go to lunch before the assigned time, the trainer says "No, the real clock doesn't match the clock on your card. You can't get a job unless you go to lunch at the right time. Let's practice again." The analyst takes the trainee to the instruction room and repeats the same procedures used during the pre-instructional session. However, the number of required conseuctive correct responses is reduced to four for both the identification and matching times.

If, after training, time remains before the correct time to go to lunch, the trainee is told to return to work and again attempt to go to lunch independently. If (s)he again attempts to go at the incorrect time, the instruction procedure is repeated. If, after training, it is past the correct time to go to lunch, the trainee will be allowed to go with no additional instruction. Before the trainee goes to lunch the trainer will always remind him or her to "Take the time card to lunch, and keep an eye on the real clock, and when the real clock looks just like this clock (point to the 'From Lunch' clock) go back to work."

If the trainee attempts to go to lunch less than ten minutes after the correct time, the analyst utilizes the same procedures described above. If ten minutes past the assigned time the trainee has not requested to go to lunch, procedures described above are repeated. If the trainee requests to go to lunch at the correct time, praise is given.

Phase III - Maintenance

In order to insure that the trainee continues to perform these behaviors at the correct times, the components of the training package are individually withdrawn. That is, once the trainee responds correctly for all four responses for a minimum of five consecutive days, the pre-instructional training session is discontinued. When the trainee again responds correctly for all four responses for five consecutive days, the instructional feedback is discontinued. However, if fifteen days pass and this criterion has not been reached, the pre-instruction should be re-instituted until the criterion is again reached.

After the trainee has met the criterion with the use of the time card alone, the training analyst must decide if the trainee will benefit from the continued use of the card, or if the card should be withdrawn. One advantage of retaining the card is that when the trainee's assigned times are changed when (s)he is placed on a job, the time card can be changed and training of the new times can occur. If the card is removed, the trainee's lack of familiarity with the use of the card and the matching procedure may increase the difficulty of training. Also, the card in some cases may be necessary as a continued cue for the trainee to maintain the trained responses. However, it may be clear that the trainee is no longer utilizing the card anyway, and has simply memorized the "real" clock face. The trainee should not be required to continue using the card if (s)he maintains correct responding.

Grooming and Personal Hygiene

Employers and society place a great deal of importance on personal appearance and good hygiene. Unfortunately, many retarded adults have not learned what constitutes appropriate appearance and good hygiene, or that it is important for their social and vocational success. A grooming program was designed for the purpose of teaching the trainee (1) the attributes that define a "well-groomed" person, (2) the behaviors that lead to a "well-groomed" person, and (3) to independently judge and monitor his or her own grooming attributes and behaviors. The following are the grooming attributes and the definition of each which were selected as the most critical components of good grooming.

Clean Hands and Nails. The entire surface area of both hands must be free of observable dirt. All fingers must be free of rings. All nails should be free of dirt, not long, trimmed evenly and not bitten.

Clean and Combed Hair. The hair should look as though it has been washed recently, i.e., free of dirt, no "greasy-kid" look. Dandruff should not appear on hair or shoulders. The hair should be combed.

Washed and Shaved Face. All trainees should have their faces free from any dirt or grease. The face should be shaven unless the trainee has chosen to maintain a beard and/or moustache. Beards and moustaches should be clean (free of dirt and grease) and neatly trimmed.

Clean Teeth and Fresh Breath. Teeth and gums should be without any food particles or stains, and breath should not be offensive.

Clean and Neat Clothes. All clothes should be free of rips, spots, stains, etc. Clothes should be appropriat for the type of work being trained. The shirt should be tucked into the pants, the zipper closed, all shirt buttons but the top one buttoned, belt worn when appropriate and buckle fastened, and shoe strings tied. The clothes should not be wrinkled.

Body Odor. The trainee's body odor should not be offensive.

Baseline

During the baseline phase the trainer checks the trainee's grooming each morning as covertly as possible. Each of the six grooming attributes are observed, and the trainer decides if each meets the standards of the definition. On the data sheet shown in Figure III-7 the trainer places a "+" next to those attributes which meet the standards and a "-" for those that do not. The total number of "+" is graphed each day.

Insert Figure III-7 about here

After the data have stabilized and at least ten days of data have been collected, the program is begun if the trainee has received one or more "-" on more than one day during baseline.

Phase I - Social Instruction

During the social instruction phase the trainer will explain the importance of good grooming to the trainee, describe carefully each of the grooming name

week of

month day

	monday	tuesday	wednesday	thursday	friday
clean hands and nails					
clean and combed hair					
washed and shaved face					
brushed teeth fresh breath					
clean and neat clothes					
no body odor					

GROOMING SHEET

FIGURE III-7

categories and what behaviors must be exhibited to attain each (e.g., shave each morning, bathe every day, change clothes regularly), check the trainee's grooming and give the trainee detailed feedback on the correctness or incorrectness of his or her grooming. A full-length mirror should be available for the trainee to self-inspect each morning upon arriving at work, and to correct any grooming categories that need to and can be corrected (e.g, comb hair).

Fading of Social Instruction - A. During fading of the procedures the trainer will take data each day in the same manner as in baseline. After ten consecutive days of 100 percent "+" (six correct responses) the instruction will be discontinued and the trainer will give only brief feedback to the trainee each day - "Your teeth, hair and face look good, but your shirt is not tucked in and you don't smell very good. Make sure you tuck your shirt in and use deodorant tomorrow."

When the trainee receives 100 percent "+" for ten consecutive days in Phase A of fading the trainer will discontinue daily data collection. Data is taken three times a week for ten days, then twice a week for ten days, and then once per week indefinitely.

If during Phase 1 the trainee does not reach criterion within fifteen days, or if during any of the fading phases the trainee does not receive 100 percent "+" for more than two days, the trainee is moved to Phase II.

Phase II - Grooming Sheet

During Phase II a grooming sheet like the one shown in Figure III-7 is introduced. The sheet provides a visual representation of each of the six grooming categories. Next to each picture are the printed words describing the picture.

For each item on the list the trainee is asked "What does this picture stand for?" If the trainee answers correctly, (s)he is praised. If the answer is incorrect, (s)he is told the correct answer. The trainer then asks "Are my hands and nails clean?" Both the trainee and trainer mutually decide if standards for each item described above are met for the analyst, and fill out a grooming sheet for the trainer together. If both decide that the requirements have been met, a "+" is placed in the appropriate box. If the requirements are not met, a "-" is placed in the box.

Once the trainer's sheet has been completed the trainer and trainee complete the trainee's sheet together. The trainer goes over each item emphasizing the importance of self-inspection before placing a mark in the box. The trainee looks at his or her hands and nails, goes to the mirror to look at his or her hair, returns to the mirror to look at his or her face, returns again to look at his or her teeth, and finally returns one last time to check out his or her clothes. The trainee is inspected by the analyst at the same time and given feedback such as "Let's see, what do you think about your hair, is it clean?" "Yes, I think you're right. Great, now do you think it is combed?" "Yes? No, I don't think so. Look the part is not even. Take your comb out and comb it. Okay, now it looks great. Let's go write a plus/" After the "+" has been written the trainee is praised again. If a problem could not be corrected, such as clean clothes, shaven face or brushed teeth, a "-" is placed in the box, and the trainee is mildly reprimanded - "You can't get a job if you don't wear clean clothes."

On the second day the trainee is prompted to fill out his or her sheet if it has not already been done. After the sheet has been completed the trainer observes the trainee and records on a separate grooming sheet

"+" and "-" according to the standard criteria. These observations and recordings should be as covert as possible. After the covert checks are completed the analyst goes over the trainee's grooming with him or her. Praise is provided for each correct grooming behavior and for agreements between the trainee and trainee's evaluations. If the trainee's evaluation disagrees with the trainer's, the correct mark is placed in the box in red next to the trainee's mark. (For example, if the trainee marks a "+" incorrectly, a "-" is placed next to it. If the trainee marks a "-" incorrectly, a "+" is placed next to it.)

The trainer reprimands the trainee in the same manner as before ("You can't get a job if you don't shave.") for a "-" and tells him or her what (s)he should do tomorrow to receive a "+". Also, if the trainee can correct the error, (s)he is told to do so. The trainer should emphasize that the trainee self-inspect while (s)he is filling out the sheet.

The trainer will continue to take data in the same manner as in the previous phases. The trainer, however, will graph not only the number of "+" recorded by the trainer but also the number recorded by the trainee.

After ten consecutive days of 100 percent "+" and 100 percent agreement, the trainee moves to Phase IIA. If 15 days pass and the trainee has not shown improvement in Phase II, stronger means of intervention are required for the individual. At this point an individual program plan should be written. Two types of intervention procedures have been especially successful with trainees resistant to grooming behavior change. The first procedure is tokens. The general procedure utilized is for one token or point to be contingent on each of the six grooming categories. If a "+"

is received, a token or point is earned, and if a "-" is received a token or point is not received. The earned points are then exchanged for money or priviledges. When the trainee obtains 100 percent "+" and 100 percent agreement, (s)he is moved back into Phase II conditions. However, if the trainee still makes no progress after 15 working days, an alternative plan is attempted. In cases where grooming remains a persistent problem, a home intervention program may be required. The procedures utilized for home intervention are as follows: (1) The training analyst arranges a meeting with the critical individuals in the home environment. At this meeting the importance of good grooming is re-emphasized as well as their role in obtaining it. (2) The training analyst gives the individuals a supply of grooming sheets, instructs and demonstrates the procedures utilized in Phase 1. They are asked to use these procedures every morning before the trainee is sent to work. (3) The trainer calls the home each morning, and asks if the procedures have been followed, if the trainee has received a "+" for all categories, and if all "-" have been corrected. If the person says "Yes", praise is given. If (s)he indicates that the sheet has not been filled out, or that all categories are not "+" rated, the trainer asks that this be done and requests that they call back when this is accomplished. (4) If the trainee arrives at work and the trainer's evaluation shows that all categories have not been accomplished, another phone call is placed to the home, the specific categories detailed, and the necessary steps needed to correct each the following morning.

These procedures are continued until the trainee has ten consecutive days of 100 percent "+" and 100 percent agreement with the training analyst's evaluation. The trainee is then returned to Phase II.

Phase IIA - Fading. The trainer places the grooming sheet on the trainee's locker at the beginning of the day. If this is not a Monday, lines are drawn through the days not to be filled in. After the trainee has completed the sheet the trainer covertly evaluates and records the trainee's grooming on a separate sheet. If the trainee has received all "+" from the trainer and from himself or herself, (s)he is praised. Each item on the sheet is not gone over but the trainer says something like "Nice going, you got all "+" - you really look great." If the trainee gives himself or herself a "-" and this agrees with the trainer's evaluation (s)he is praised for evaluating correctly, mildly reprimanded for the "-", and instructed on how to change the mistake - "I'm really glad you spotted that you had not shaved, and that you were honest and gave yourself a minus Now you know that your boss won't want you to work in his restaurant if your face isn't shaved. Tomorrow when you come in, make sure you have shaved so you can get a plus." If the trainee and trainer disagree on any of the marks, the sheet is gone over together, with praises given for correct "+" that the trainer gave himself or herself, and reprimands for any "-" that were agreed on. Praise for correct evaluation and honesty is given. Reprimands are given for disagreement.

Data collection remains the same. The trainee moves to Phase II after ten consecutive days of 100 percent "+" and 100 percent agreements.

If the trainee has been in Phase IIA for 15 working days and no upward trend is apparent, (s)he is moved back to Phase II.

Phase IIB - Fading. On the first day of Phase IIB the trainee's groomings sheet is removed from the locker and the trainer gives the trainee a grooming card. A grooming card is a pocket size index card reproduction of the grooming sheet. The space for the trainee's name or the month and day is not included. The trainer tells the trainee to fill out the card in the same manner as (s)he did the grooming sheet. Using an extra card the trainer models the response once. As the trainee is filling out the card, a covert evaluation is done. The trainee is told to turn in his or her card before (s)he begins work. If the trainee gives himself or herself all "+" and this agrees with the trainer's evaluation, (s)he is praised - "Nice going, you got all pluses, you look nice today." If a "-" is received and this agrees with the trainer's evalution (s)he is praised for the correct evaluation, but mildly reprimanded for the "-". If a disagreement occurs, the card is gone over category by category. The trainer explains why (s)he disagreed, reprimands the trainee for the disagreement and for the incorrect grooming response, and instructs him or her on how to receive a "+".

After ten consecutive days of 100 percent "+" and 100 percent agreement, the trainee moves to Phase IIC. If the trainee has been in Phase IIB for 15 days with no upward trend, (s)he is moved back to Phase IIA.

Phase IIC - Fading. The grooming card is given to the trainee on the first day of Phase IIC. The trainee is told that (s)he will no longer fill out the card, but that (s)he should continue to use it to self-inspect each morning. The trainer demonstrates this by looking at the card and asking questions ("Clean hands and nails?") and answering "No. I better go wash my hands." The trainee is further instructed that (s)he should keep the card, and not turn it in each day. If the card is lost, (s)he should request a new one from the trainer. The trainer should ask the trainee twice a week if (s)he needs a new card (lost or torn). The trainer continues to make covert checks after giving the trainee ample time to self-inspect (approximately 15 minutes after arrival at program). No feedback is given during Phase IIC.

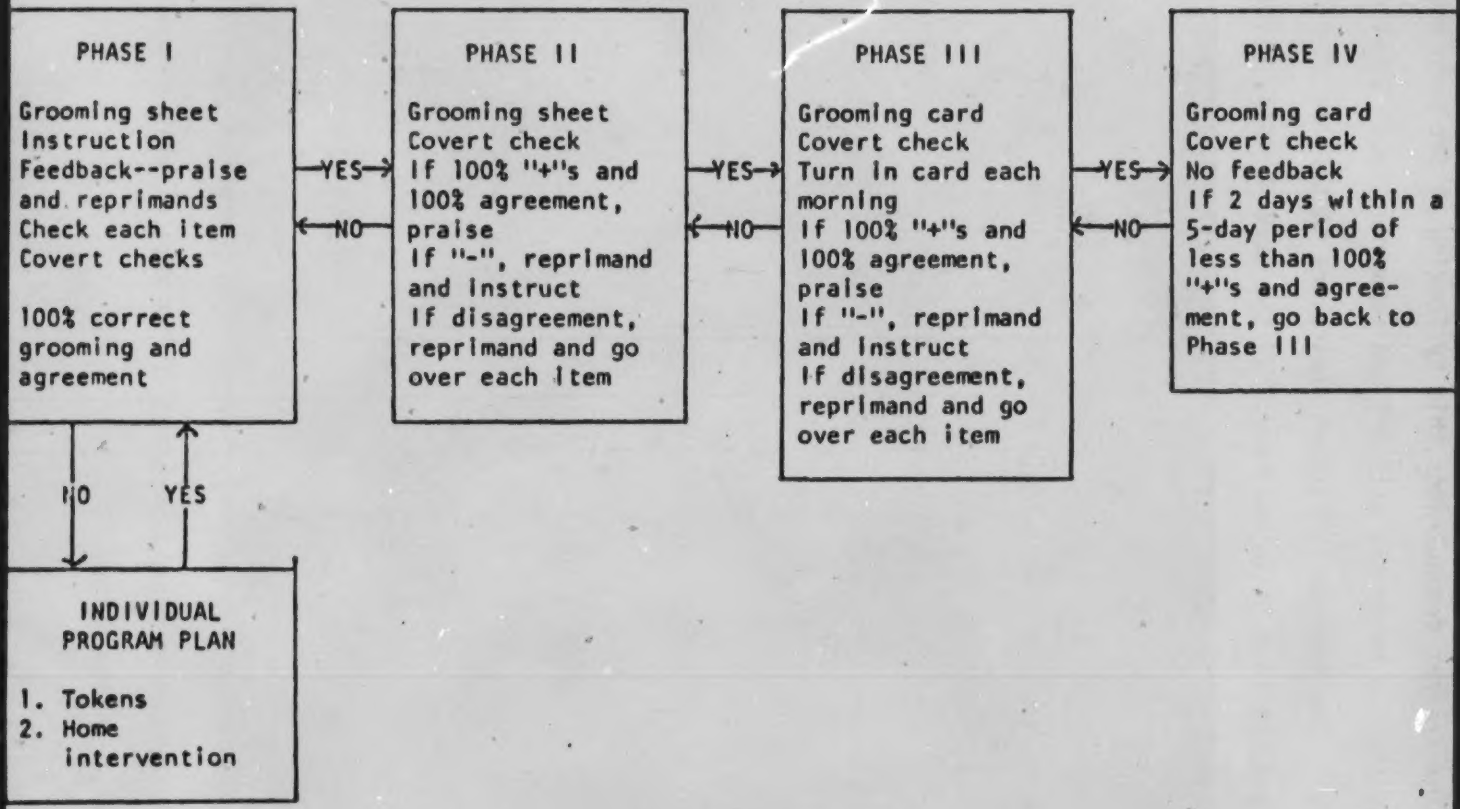
The trainee remains in Phase IIC for the remainder of his or her training period. If less than 100 percent "+" and agreements occur within a five-day period, the trainee is placed back into Phase IIB.

The grooming program flowchart, as illustrated in Figure III-8 summarizes program procedures and phase criterion.

Insert Figure III-8 about here

Bus Riding

Individuals who work in sheltered workshops are usually transported to and from work each day by a private bus. This service is obviously not available for workers in competitive industry, and workers must find their own transportation. In most cases then, if a mentally retarded person is to become competitively employed, (s)he must be able to use the public transportation system.


PHASE I
Grooming sheet
Instruction
Feedback--praise and reprimands
Check each item
Covert checks
100% correct grooming and agreement
YES
NO
PHASE II
Grooming sheet
Covert check
If 100% "+"s and 100% agreement, praise
If "-", reprimand and instruct
If disagreement, reprimand and go over each item
YES
NO
PHASE III
Grooming card
Covert check
Turn in card each morning
If 100% "+"s and 100% agreement, praise
If "-", reprimand and instruct
If disagreement, reprimand and go over each item
YES
NO
PHASE IV
Grooming card
Covert check
No feedback
If 2 days within a 5-day period of less than 100% "+"s and agreement, go back to Phase III
NO
YES
INDIVIDUAL PROGRAM PLAN
1. Tokens
2. Home intervention

GROOMING PROGRAM FLOWCHART
FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-8

Parents or advocates may balk at the prospect of a retarded person independently riding the bus because of possible dangers of injury, loss of personal property or molestation. Since these dangers are certainly real, the training agency must be truthful and straightforward in explaining the advantages of independent bus riding, the dangers involved, and the training procedures to be used before gaining the parents' or advocates' consent. The parents or advocates should be told that bus riding is a prerequisite to obtaining a job in the competitive industry, that many trainees have been trained to ride the bus safely, and that the trainee will not be allowed to ride the bus unsupervised until the staff is satisfied that (s)he will be safe. Before training begins, written consent is obtained from the parents or advocates.

To prepare for actual training, the trainer should do the following: (1) set up a procedure to be followed incase the trainee is lost, including who will be called and when, (2) call the bus company and find out the easiest and most direct route for the trainee to go from home to work and from work to home, (3) make a laminated card with the trainee's name, address and two phone numbers of the people to be contacted, (4) make a laminated card listing the name and numbers of the bus(es) the trainee will ride and the destination of each, (5) become familiar with the bus route, and (6) inform the bus driver on the trainee's bus(es) about the program.

Data Collection and General Training Procedures

The bus riding data analysis for Home to Work is shown in Figure III-9.

Insert Figure III-9 about here

The bus riding data sheet and task analysis for Work to Home is shown in Figure III-10.

Insert Figure III-10 about here

On the left side of the page are listed in sequence the behaviors required to ride the Metro Transit System in the city of Seattle. For any trainee riding the bus in Seattle, no other behaviors wil need to be added to the list. Some of the behaviors may not be required, e.g., transfers. Minor revisions of the task analysis will be required for bus riding in other cities.

On this sheet is provided a space for the date and the trainee's and trainer's names. Ten squares are available next to each behavior. Each time a required behavior is performed correctly without assistance a "+" is recorded in a square; each time assistance is required a "-" is recorded in a square. For each bus riding session, to work and/or back home the appropriate data sheet is filled out.

The bus riding progress sheet shown in Figure III-11 provides a visual display of the trainee's daily progress.

Insert Figure III-11 about here

DATE ______________________

TRAINEE ______________________

TRAINER ______________________

Recording Code:
1. Does not perform task.
2. Performs task if physically guided.
3. Performs task when provided with demonstration.
4. Performs task when given verbal prompt
5. Performs task unassisted.

I. STREET CROSSING
- A. CONTROLLED INTERSECTION
  1. APPROACH CROSSWALK
  2. STOP ON CURB
  3. LOOK AT STOPLIGHT
  4. RED LIGHT - REMAIN ON CURB
  5. GREEN LIGHT - CHECK FOR ONCOMING TRAFFIC
  6. REMAIN ON CURB IF TRAFFIC COMING
  7. PROCEED ACROSS STREET IF INTERSECTION SAFE
  8. STAY WITHIN CROSSWALK
- B. UNMARKED INTERSECTION
  1. APPROACH CORNER
  2. STOP ON CURB
  3. LOOK FOR TRAFFIC
  4. REMAIN ON CURB IF TRAFFIC COMING
  5. WALK DIRECTLY ACROSS STREET WHEN INTERSECTION SAFE

II. HOME TO BUS
- A. BUS TICKETS AND IDENTIFICATION
  1. REMOVE CORRECT NUMBER AND COLOR OF TICKETS FROM PACKET
  2. PLACE TICKETS IN WALLET
  3. BUS IDENTIFICATION IN WALLET
  4. CARD WITH CORRECT BUS AND DESTINATION IN WALLET
- B. WALK TO BUS
  1. WALK TO BUS ALONG CORRECT PATH
  2. CARD WITH CORRECT BUS AND DESTINATION IN WALLET

III. BUS IDENTIFICATION
- A. LOOK AT NAME AND NUMBERS ON EACH BUS
- 1. BEGIN TO BOARD CORRECT BUS WHEN COMES TO FULL STOP
- 2. REMAIN STANDING WHEN INCORRECT BUS STOPS

IV. BOARDING, RIDING AND DEPARTURE
- A. BOARDING
  1. WAIT FOR PASSENGERS TO DEPART
  2. WALK UP STEPS
  3. SHOW DRIVER CARD WITH BUS NAME WRITTEN ON IT
  4. IF INCORRECT BUS, WALK OFF AND REPEAT BUS IDENTIFICATION PROCEDURES
  5. IF CORRECT BUS, REMOVE APPROPRIATE BUS TICKETS AND PLACE IN BOX
  6. SHOW DRIVER BUS PASS
  7. ASK FOR TRANSFER
  8. WALK TO EMPTY SEAT
  9. SIT DOWN
  10. IF NO EMPTY SEATS, WALK TO REAR OF BUS AND GRASP RAIL
- B. RIDING
  1. REMAIN SEATED THROUGHOUT RIDE
  2. REMAIN QUIET THROUGHOUT RIDE
  3. LOOK FOR CORRECT BUS STOP
- C. DEPARTURE
  1. AT CORRECT STOP PULL BUZZER
  2. WALK TO FRONT OF BUS
  3. GIVE TRANSFER TO DRIVER
  4. ASK FOR TRANSFER
  5. WALK OFF BUS
  6. TRANSFER: RETURN TO STEP II.B. AND REPEAT STEPS. RECORD IN DIFFERENT COLORED PEN.

V. BUS TO WORKSITE
1. WALK ALONG CORRECT PATH
2. ENTER WORKSITE IMMEDIATELY

FIGURE III-9

DATE ______________________

TRAINEE ______________________

TRAINER ______________________

Recording code:
1. Does not perform task.
2. Performs task if physically guided.
3. Performs task when provided with demonstration
4. Performs task when given verbal prompts.
5. Performs task unassisted.

VI. STREET CROSSING
- A. CONTROLLED INTERSECTION
  1. APPROACH CROSSWALK
  2. STOP ON CURB
  3. LOOK AT STOPLIGHT
  4. RED LIGHT - REMAIN ON CURB
  5. GREEN LIGHT - CHECK FOR ONCOMING TRAFFIC
  6. REMAIN ON CURB IF TRAFFIC COMING
  7. PROCEED ACROSS STREET IF INTERSECTION SAFE
  8. STAY WITHIN CROSSWALK
- B. UNMARKED INTERSECTION
  1. APPROACH CORNER
  2. STOP ON CURB
  3. LOOK FOR TRAFFIC
  4. REMAIN ON CURB IF TRAFFIC COMING
  5. WALK DIRECTLY ACROSS STREET WHEN INTERSECTION SAFE

VII. WORK TO BUS
- A. BUS TICKETS AND IDENTIFICATION
  1. REMOVE CORRECT NUMBER AND COLOR OF TICKETS FROM PACKET
  2. PLACE TICKETS IN WALLET
  3. BUS IDENTIFICATION IN WALLET
  4. CARD WITH CORRECT BUS AND DESTINATION IN WALLET
- B. WALK TO BUS
  1. WALK TO BUS ALONG CORRECT PATH
  2. CARD WITH CORRECT BUS AND DESTINATION IN WALLET

VIII. BUS IDENTIFICATION
- A. LOOK AT NAME AND NUMBERS ON EACH BUS
  1. BEGIN TO BOARD CORRECT BUS WHEN COMES TO FULL STOP
  2. REMAIN STANDING WHEN INCORRECT BUS STOPS

IX. BOARDING, RIDING AND DEPARTURE
- A. BOARDING
  1. WAIT FOR PASSENGERS TO DEPART
  2. WALK UP STEPS
  3. SHOW DRIVER CARD WITH BUS NAME WRITTEN ON IT
  4. IF INCORRECT BUS, WALK OFF AND REPEAT BUS IDENTIFICATION PROCEDURES
  5. IF CORRECT BUS, REMOVE APPROPRIATE BUS TICKETS AND PLACE IN BOX
  6. SHOW DRIVER BUS PASS
  7. ASK FOR TRANSFER
  8. WALK TO EMPTY SEAT
  9. SIT DOWN
  10. IF NO EMPTY SEATS, WALK TO REAR OF BUS AND GRASP RAIL
- B. RIDING
  1. REMAIN SEATED THROUGHOUT RIDE
  2. REMAIN QUIET THROUGHOUT RIDE
  3. LOOK FOR CORRECT BUS STOP
- C. DEPARTURE
  1. AT CORRECT STOP PULL BUZZER
  2. WALK TO FRONT OF BUS
  3. GIVE TRANSFER TO DRIVER
  4. ASK FOR TRANSFER
  5. WALK OFF BUS
- D. TRANSFER: RETURN TO STEP II.B. AND REPEAT STEPS. RECORD IN DIFFERENT COLORED PEN.

X. BUS TO HOME
  1. WALK ALONG CORRECT PATH
  2. ENTER HOME IMMEDIATELY

FIGURE III-10

DATE ______________________

TRAINEE ______________________

TRAINER ______________________

Recording Code:
1. Does not perform task.
2. Performs task if physically guided.
3. Performs task when provided with demonstration.
4. Performs task when given verbal prompt
5. Performs task unassisted.

I.

A. 1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
B. 1.																							
2.																							
3.																							
4.																							
5.																							

II.

A. 1.																							
2.																							
3.																							
4.																							
B. 1.																							
2.																							

III.

A. 1.																							
2.																							

IV.

A. 1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							
B. 1.																							
2.																							
3.																							
C. 1.																							
2.																							
3.																							
4.																							
5.																							

D.

V.

A. 1.																							
2.																							

BUS RIDING PROGRESS SHEET
FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-11

The numbers on the left side of the page correspond to each of the behaviors on the task analysis and data sheets. Next to each number are 23 squares, each representing one day. A square is pencilled in and darkened if all instances of the corresponding behavior were performed correctly without assistance that day. If assistance was required, the square is left blank. In other words, if the person had six opportunities to perform the behavior one day, and (s)he received one "-" and five "+", the corresponding square on the progress would still be left blank. For example, the trainee had six opportunities going to work to cross a controlled intersection when the light was red. On five occasions (s)he performed correctly, staying on the curb; while on one occasion (s)he attempted to cross the street. The square would be left blank on the master form for that day. As the trainee improves, the number of darkened squares will progressively increase.

General procedures to train the required behaviors will be the following: (1) The trainer will give the trainee an opportunity to perform the behavior unassisted. This is called a probe. All probe trials will be recorded "+" or "-". If the trainee does not perform the behavior, or performs it incorrectly, (s)he is stopped and training begins immediately. (2) After an incorrect response the trainer first provides verbal instruction, e.g., "Stop on the curb," "Look for traffic," "Pull the buzzer." If the trainee performs the behavior after the verbal instruction, either another probe is given, if time and situation allow, or the trainee is allowed to go to the next behavior in the sequence. (3) After an incorrect response following verbal instruction the trainer provides a model, e.g., "Pull the buzzer like this", "This is how you get from the bus stop to your home, follow me." If the trainee responds correctly, give another probe, if appropriate and possible; or allow the trainee to go to the next behavior in the sequence. (4) If the trainee does not perform the behavior correctly after the model, physical guidance is provided. Again if time and situation allow, another probe is given, and training sequence is repeated.

At the beginning of training, praise should always be given after a correct response even if instruction, modelling or guidance is required. As the trainee improves, praise should follow only those done independently, and only after sequences of behaviors have been performed correctly rather than after each. The trainer will have to make judgements concerning when, where and how much praise should be given to each trainee during training. Although street crossing has been included under bus riding, actual bus riding should not begin until the trainee has been trained to cross both uncontrolled and controlled streets safely and independently. Street crossing data collection should continue after bus riding training begins.

After street crossing has been mastered the trainee should be taken through the entire bus trip to and from work with the necessary instruction utilized along the way for one week. If the trainee continues to make progress, this should be continued until (s)he either reaches criteria or progress ceases. If it is clear that the trainee is having continued difficulty with one or more sequences of behaviors, the trainer should focus training on those areas through the in-house training procedures and/or repeated practice on the actual site. This may not allow time for the entire bus trip, but this can be returned to when the trainee shows improvement during the in-house and repetition sessions.

The goal of the program is for the trainee to perform all the required behaviors without assistance for a minimum of five consecutive days. At this point the trainer will begin to fade from the scene, by observing the training through smaller and smaller sequences of the trip, e.g., the trainer meets the trainee at the transfer point, then at the end of the bus line, etc. If any problems are encountered during the fading phase, the analyst re-institutes training until the trainee performs all the behaviors correctly for a minimum of three days.

Step 1: Street Crossing - Uncontrolled Intersection

(1) Approach corner.
(2) Stop on curb.
(3) Look for traffic
(4) Remain on curb if traffic is coming.
(5) Walk directly across street when intersection is safe.
(6) Stay within crosswalk.
(7) Disregard other pedestrians at all times.

Probe. Approach intersection (no traffic control signals) and instruct trainee to cross the street safely. Stand behind the trainee and give no additional cues. Be sure you are close enough to stop the trainee before (s)he steps in front of a moving car. If you expect the trainee to have difficulty with this task, you may want to start where there is little or no traffic, and give initial cue only when traffic is clear.

The trainee should cross within five seconds after traffic is clear. Traffic is considered clear when there is no car coming in trainee's direction within a distance of one city block.

Record a "+" or "-" for each probe. If a "-" is received for one of the seven behaviors, stop the trainee immediately, and begin training. When the trainee makes no errors out of ten trials for any of the seven behaviors for two consecutive days, go to Step 2.

Training.

(A) As soon as an error occurs stop the trainee, say "No," and give the verbal instruction. If the trainee responds correctly, allow him or her to go with the sequence of behaviors. If an incorrect response is given, to (B).

(B) Model the correct behavior. If the trainee responds correctly, continue the behavior sequence. If the response is incorrect, go to (C).

(C) Physically guide the trainee through the response. Give praise when the response is completed.

Continue to repeat the probe and training procedures until the criterion of 100 percent "+" is received for ten trials for two consecutive days.

Step 2: Street crossing - controlled intersection, red light/green light.

(1) Approach crosswalk.

(2) Stop on curb.

(3) Look at stop light.

(4) Red light: remain on curb.

(5) Green light: check for oncoming traffic.

(6) Remain on curb if traffic is coming.

(7) Proceed across street if intersection is safe.

(8) Stay within the crosswalk.

(9) Disregard other pedestrians at all times.

Try to ascertain ahead of time whether the trainee can discriminate between red and green. If not, or if the trainee is color blind, have the trainee determine whether the top light or bottom light is on by the brightness of it.

Follow the same procedures for Step 1, adding the light discrimination tasks. Be sure the trainee gets the opportunity to approach the crosswalk when the light is on red and when the light is on green. This will help you determine whether the trainee is discriminating between red and green. Since the light will most often be on red when the trainee approaches the corner, (s)he may simply be waiting for the light to change and then crossing. If the trainee is having problems with light discrimination, in-house training should occur. The in-house training were devised for Walk/Don't Walk intersections. They can, however, be easily applied to red/green lights or for those trainees that will have to use the light on/light off manner of discrimination.

Step 3: Street crossing - controlled intersection, walk/don't walk.

(1) Approach crosswalk.

(2) Stop on curb.

(3) Look at light.

(4) Don't walk light: remain on curb.

(5) Walk light: check for oncoming traffic.

(6) Remain on curb if traffic is coming.

(7) Proceed across street immediately if intersection is clear.

(8) Stay within crosswalk.

(9) Disregard other pedestrians at all times.

The same probe and training procedures as detailed in Step 1 will be used here.

In-house training - light discrimination.

Step A. The training analyst takes the trainee's finger, puts it on "Don't Walk" or "Walk" and says "What does this say?" If the trainee states the incorrect response, the trainer says "No" and gives the correct response. If the trainee states the correct word or phrase, praise is given. Criterion is 100 percent correct responses in ten consecutive trials, five for "Walk" and five for "Don't Walk". The presentation of "Walk" and "Don't Walk" is random.

Step B. The trainer says "Point to 'Don't Walk' (or 'Walk')." Feedback is given and the criterion is the same as above.

Step C. One trainer stands across the room with the chalkboard. Another trainer stands next to the trainee facing the board from across the room. As the first trainer points to the words, the second trainer says "What do you do when you see that word?" If "Walk" is being pointed to and if the trainee says the correct response, the trainer praises him or her and says "Go ahead and walk over there." If "Don't Walk" is being pointed to, the trainer will ask "What do you do when you see that word?" If the trainer says "Don't Walk", the trainer gives praise and says "That's right, you stay right here." Appropriate feedback is given for incorrect responses both verbal and physical. If the trainee attempts to walk when Don't Walk is being pointed to, the trainer will say "No, when the sign says Don't Walk you stay right where you are." Criterion for success is the same as above. A correct response is both the correct verbal response and actual behavior - walking or not walking.

When the trainee meets criteria for all three in-house training steps return to the street and repeat the original procedures outlined in Steps 2 and 3. For training red/green light discrimination the trainer will want to substitute a red circle and a green circle on the board and ask the question in Step A "What color is this?". For light on/light off substitute a white and black circle and ask in Step A "Is the light on?" "Is the light off?"

Step 4: Bus fare and identification

(1) Remove correct number and color of bus tickets from packet, pick out change, or pick up bus pass.

(2) Place tickets, coins, pass in wallet, or put chain around neck, cards outside the clothing and visible.

(3) Put I.D. card in wallet or on chain.

(4) Put destination card in wallet or on chain.

Training will depend on the type of fare used. If coins are used, keep the discrimination as simple as possible unless the trainee is familiar with making change. Try to use the same type of coins for each trip unless the trainee is able to add coins. For example, if the fare is 30 cents, have a pile of dimes on the table so each day the trainee takes three, or quarters and nickels and each day the trainee takes one of each.

Probe. Place (1) book of tickets, pile of coins or bus pass, (2) I.D. card, and (3) bus destination card on table. Tell the trainee what (s)he will need to ride the bus once, and then say "Pick up what you need to ride the bus." If the trainee makes an error or gives indication that (s)he does not know the correct response, begin training. If the trainee responds correctly for all four behaviors, go to Step 5. Record "+" or "-".

Training. Give verbal instructions, modelling, and physical guidance as needed; praise for correct responses and feedback for incorrect.

Step 5: Walk from home to bus.

(1) Walk to bus along correct path.

(2) Cross all streets correctly.

(3) Stop at correct bus stop.

(4) Cards and fare remain in wallet or around neck.

Probe. Show the trainee the correct path to the bus stop one time. From then on only say "Walk to your bus stop," and walk several feet behind the trainer. As soon as the trainee makes an error, or indicates (s)he does not know the correct response, begin training. If the trainee responds correctly for all behaviors, continue to Step 6.

Training. Same as previously outlined.

It is best to give the trainee only one probe each day for walking to the bus, since requiring the trainee to retrace his or her steps, and then come back to the bus may prove confusing. If the trainee fails to follow the correct path after several days of training, point out landmarks at strategic points along the path. You may eventually have to put up markers, such as flags, along the path. These, of course, will have to be quickly faded out.

If the problem is behavioral rather than task-related (i.e., the trainee likes to hide or run away), you will want to devise an individualized program for the specific problem.

Step 6: Bus identification.

(1) Wait quietly for the bus.

(2) Look at the name and number on each bus.

(3) Remain standing when incorrect bus stops.

(4) Begin to board the correct bus when it comes to a full stop.

Probe. Tell the trainee the name and number of the correct bus and say "When the '4 Montlake' bus comes get on." If the trainee responds correctly for the four respones, go to Step 7. If any responses are incorrect, begin training. Record "+" or "-".

Training. Use the same basic procedures as in previous steps.

An attempt should be made to allow the opportunity for several incorrect buses to arrive before the trainee boards the correct one. One of the most common problems encountered in this step is to make the trainee continue to watch for buses and notice them early enough to see the number on the front of the bus as it approaches. In Seattle the number is on the front only and not on the side of most buses. Consequently, the trainee has to watch for the bus coming or run around to the front of the bus once it stops, look at the number and decide if it is the correct bus. Bus drivers, of course, do not like to wait a second longer than is necessary to unload and load passengers. It is extremely important then to train the trainee to stay alert while waiting for buses, and as soon as a bus appears, to attempt to begin to decide if it is the correct one or not. With many trainees this may mean requiring them to remain standing in one place facing the direction that the bus will arrive. Many trainees once they sit down will begin to let their attention wander, not see the buses approach, and not be able to react quickly enough once the bus comes to a stop.

Another common problem encountered is inappropriate behaviors exhibited while at the bus stop. These will range from those which merely are offensive to the other riders (e.g., stereotypic rocking) to those that are actually intrusive to them (e.g., swearing, talking loudly and continuously to persons who do not want to talk, hitting). The reason that this problem is so particularly troublesome is that the trainee will probably not exhibit these behaviors when the trainer is present, but will when the trainer no longer accompanies him or her to the bus stop. Consequently, some manner of covert observation by the trainer (e.g., across the street or in a car) or observation by someone at the bus stop that the trainer does not know will have to be arranged. The type of consequation and programming to eliminate inappropriate behavior will depend on the type of behavior and the trainee. One procedure that can be utilized, if there are some passengers who are always at the bus stop with the trainee and who would be willing to assist, is to ask for their help. They could be recruited to fill out a small report card each day indicating if the trainee was appropriate or not. The trainee would then give this to the trainer when (s)he arrived at work and earn or lose something based on the report card.

If after several days of training the trainee is still unable to identify the correct bus number, go to the in-house training procedure for bus identification.

In-house training - bus identification. The training analyst will put the name of all the buses that stop at the same stop on a blackboard, and say "Point to your buses." If the trainee points to the correct name(s), say "Yes, your bus is 4 Montlake," point to the name on his or her destination card, and have the trainee repeat the name. If the trainee does not point to the correct name, say "No, your bus is 4 Montlake," point to the correct name on the blackboard, then on the destination card, and have the trainee repeat the name. Continue this procedure until the trainee responds correctly 100 percent for five consecutive trials. Be sure to rearrange the order of the names on the blackboard several times.

Return to the probe when the criterion has been reached.

Step 7: Boarding.

(1) Wait for passengers to depart.

(2) Walk up steps.

(3) Show bus driver destination card.

(4) If incorrect bus, walk off and repeat bus identification procedures.

(5) If correct bus, remove appropriate fare or tickets and place in the box, or show bus pass or transfer.

(6) Ask for transfer.

(7) Walk to empty seat.

(8) Sit down.

(9) If no empty seats, walk to the rear of the bus and sit down.

Probe. If the trainee performs the nine behaviors correctly without assistance, give praise. If (s)he responds incorrectly, begin training immediately.

Training. Use verbal instruction, modelling, and physical assistance as required. If the trainee does not respond correctly after several days of training, go to the in-house training procedures for boarding.

In-house training procedures - boarding. Place four or five chairs in a row, arranged as seats on a bus and one chair in front. The front chair is for the driver (a training assistant). Beside this chair place a box for tickets or money. The driver should go through the motions of driving the bus, and then stopping. The trainee will be standing a few steps away from the chairs, and will be told to "Pretend this is a real bus. When it stops board it just like you are supposed to." The same instructional procedures outlined above will be used here: verbal instruction, modelling, physical guidance, and feedback. Continue these procedures until the trainee has performed the nine behaviors correctly three times consecutively.

Step 8: Riding.

(1) Remain seated throughout the ride.

(2) Remain quiet throughout the ride.

(3) Look for correct stop.

Probe. Tell the trainee to pull the buzzer when (s)he sees the appropriate landmark (give name and description). If the trainee does not look out the window throughout the majority of the ride, or displays inappropriate behavior, begin training.

Training. Use the same basic procedures. The trainer will require that the trainee sit on the side of the bus that will give him or her the best view of the landmarks that will signal departure. Again, the two most common problems which will be encountered will be the trainee's attention and inappropriate behaviors. Clearly, if the trainee does not look out the window, (s)he will not be able to determine when to get off the bus. The lack of attention may simply be looking around the bus, sleeping, etc., while it may be engagement in inappropriate or disruptive behavior. As before, the inappropriate behaviors are particularly a problem because the trainee may not exhibit the behavior when the trainer is present, but will when the trainer is not on the bus. In this case, the bus driver may be willing to assist in reporting to the trainer how the trainee behaved, or possibly even instructing and consequating the trainee (e.g., when the trainee gets on the bus the driver reminds him or her to act correctly; if (s)he does, the driver praises him or her on departure; if the trainee behaves inappropriately, the bus driver may be willing to reprimand the trainee or even tell him or her to get off the bus if it is severe enough). The trainer should only use the bus driver if there is a consistent driver and if the trainer is convinced that the driver is truly cooperative and will not take advantage of the situation to verbally or otherwise abuse the trainee.

Step 9: Departure

(1) At correct landmark before the bus stop, pull the buzzer.

(2) Walk to the front of the bus.

(3) Give transfer or fare to driver.

(4) Ask for transfer.

(5) Walk off bus.

Probe. Tell the trainee to pull the buzzer when (s)he sees the designated landmark. Begin training at any point the trainee fails to respond correctly.

Training. Use the basic training techniques of verbal instruction, modelling, physical guidance and feedback.

Some trainees seem to have difficulty making the connection between seeing the landmark, pulling the buzzer, and then getting off at the stop. Transferring often complicates the problem. The trainer may want to first teach the ride to the transfer point, then add the second leg of the trip.

Step 10: Walking from bus to work

(1) Walk along correct path.

(2) Enter work site immediately.

The probe and training procedures are the same as used for Step 5.

The procedures detailed in Steps 1 through 10 are for the trip from home to work corresponding to the behaviors in Figure III-9. These procedures are to be duplicated for the work to home trip.

CHAPTER 3: SOCIAL SKILLS

This chapter will detail three social skills programs that are taught to all trainees in the FSVTP. They are responding appropriately to verbal instructions, greetings, and interview skills. Again, the steps in identifying, defining, and establishing criteria for social skills are the same as those for vocational and self-help skills.

Responding Appropriately to Verbal Instructions

Much of an employee's day is often spent attending to and carrying out verbal instructions given by supervisors or co-workers. Common problems pinpointed by employers in responding appropriately to verbal instructions include not looking at the supervisor or at what (s)he is trying to demonstrate to the employee, failing to remain quiet throughout the entire instruction, not acknowledging that the instruction was heard and understood, not beginning the instruction immediately, and not completing the task before moving on to the next job. The following is a program designed to assess, monitor, and train these instruction following behaviors.

Eye Contact (E) is defined as the trainee's eyes focused on the trainer's face for periods not broken by more than three seconds while the instruction is being given.

Quiet (Q) is defined as the trainee not verbalizing during the entire instruction.

Appropriate Verbal Response (P) is defined as the trainee responding with a complete word implying compliance within three seconds following the instruction or communicating in some way that (s)he does not understand the instruction or how to accomplish it. If the trainer is sure that the trainee understands the instruction and how to do the task, then only a positive verbal response is acceptable.

Examples of correct verbal responses

Yes/okay.

Sure.

I'll do it.

Examples of incorrect verbal responses

Uh, huh/Mmm.

I can't.

It's not my job.

Starts Task (ST) is defined as the trainee correctly initiating the task within five seconds of the instruction.

Completes Task (CT) is defined as the trainee correctly completing the requested task.

Baseline Phase

To obtain baseline data before beginning the actual training of the components, the trainer approaches the trainee within viewing angle of his or her eyes, and states a simple instruction. A simple instruction should include the trainee's name, a single noun, verb and object (e.g., "David, please take the cups out front"). A total of five simple instructions are given by the trainer at least ten minutes apart during the day. The trainer should decide before the instruction is given whether it will be one of the instructions to be recorded for the day. It is useful to write potential instructions before the session. Tasks chosen for the instructions should not take more than five minutes to complete, and only instructions that involve tasks the trainee is fairly familiar with should be used. Responses to each of the five components, as defined above, are recorded for each instruction.

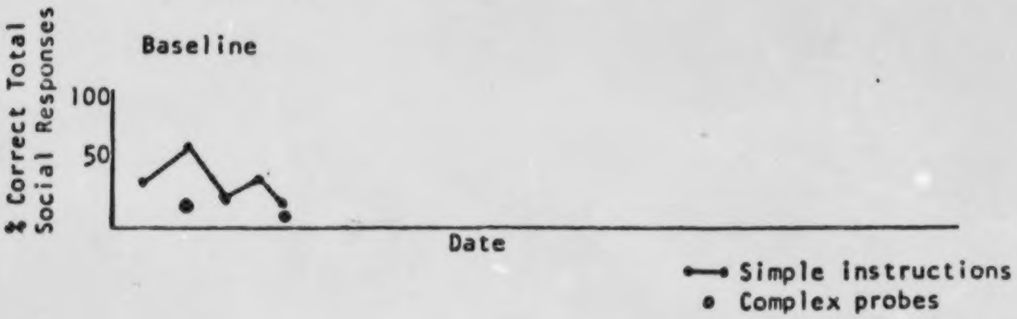
Baseline data should also be collected for complex instructions. A complex instruction should include the trainee's name, two single nouns, verbs and object phrases joined by "then" or "and" (e.g., "George, take the cup out, then take the tray out", "Take the cups and the trays out".)

The entire instruction is written on the data sheet illustrated in Figure III-12.

Insert Figure III-12 about here

After the trainee has had an opportunity to respond to the instruction a "+" is written for each component (E, Q, P, ST, CT) that is correct, and a "-" for those that are incorrect. The responses are charted by two methods.

Charting Method 1 illustrates the percent of total correct responses (E, Q, P, ST, CT) per session, as shown in the example below. (____% = correct E, Q, P, ST, CT responses/5 instructions x 5 components x 100 = correct E, Q, P, ST, CT/25).



TRAINEE____________________

TRAINER____________________

Responding to verbal instructions: Component behaviors

E - Eye contact not broken by more than 3 sec.
Q - Quiet (no verbalization during instruction)
P - Positive verbal response within 3"
ST - Initiated task within 5" correctly
CT - Completed tasks correctly

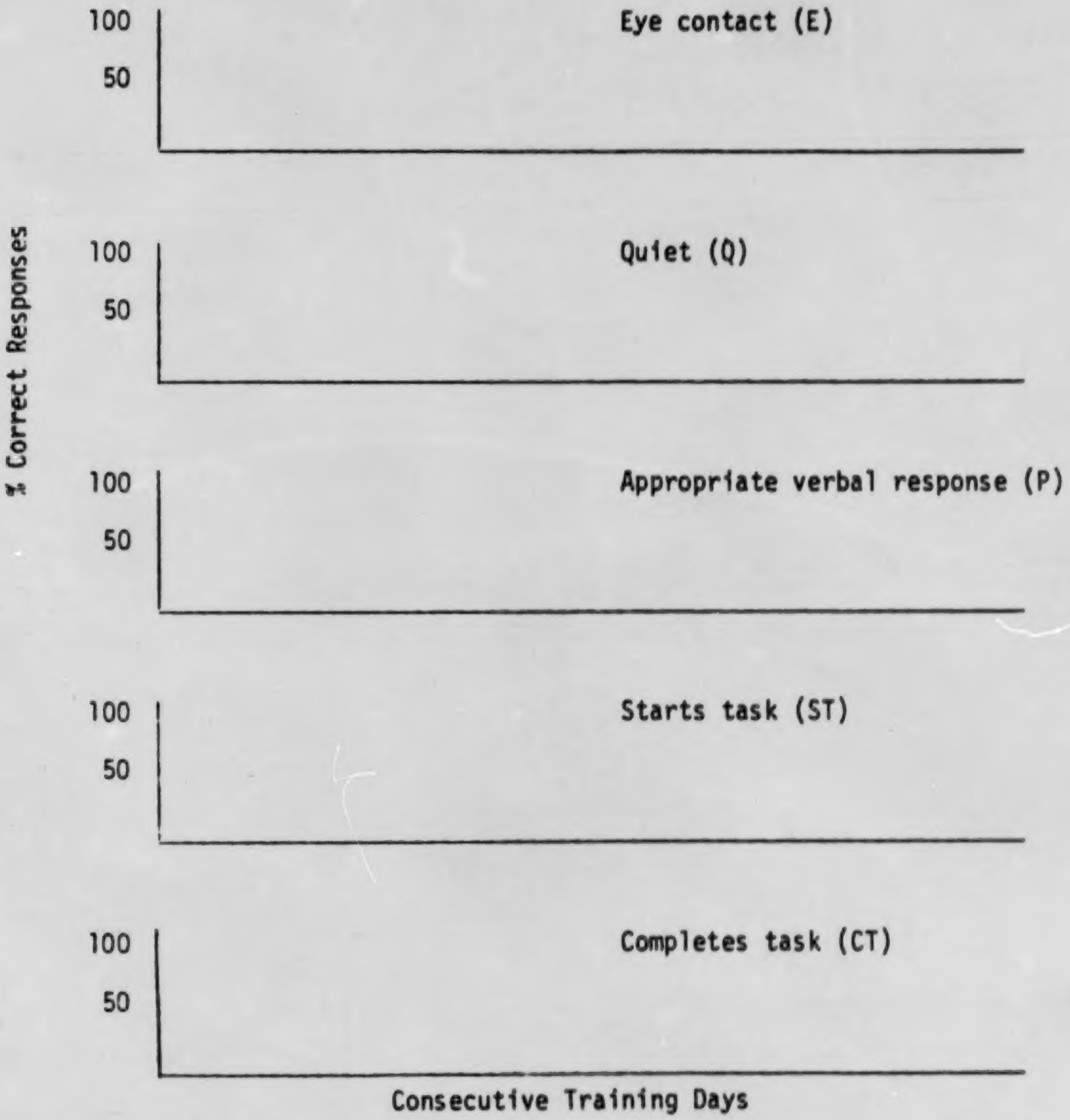
Phase__________	Phase__________	Phase__________
Date__________	Date__________	Date__________
1.__________	1.__________	1.__________
E Q P ST CT	E Q P ST CT	E Q P ST C
2.__________	2.__________	2.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
3.__________	3.__________	3.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
4.__________	4.__________	4.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
5.__________	5.__________	5.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
6.__________	6.__________	6.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
7.__________	7.__________	7.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
8.__________	8.__________	8.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
9.__________	9.__________	9.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT
10.__________	10.__________	10.__________
E Q P ST CT	E Q P ST CT	E Q P ST CT

RESPONDING TO VERBAL INSTRUCTIONS

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-12

Charting method 2 gives a visual picture of the percent of total correct responses for each component as shown below. This method illustrates which individual components require special training.



Training for simple instructions begins when the percent of total of correct responses to simple instructions is stable for five consecutive days (Charting Method 1) and no upward trend is apparent. If the trainee has received no less than 80 percent on any component for two or less days, then simple instruction training is not required and complex instruction training can be started.

Training Phase

During the training phase the trainer approaches the trainee within viewing angle of his or her eyes, and gives a simple instruction as in baseline conditions. Feedback is given immediately following the opportunity to perform the E, Q, P, ST and CT.

Praise is given immediately following every perfect E, Q, P, ST and CT set. Praise consists of descriptive statements, such as "Good, you looked right at me, you were quiet and said okay."

If any of the components are not completed correctly, the trainer tells the trainee the correct response, modelling the correct response, and repeats the instruction and feedback until an appropriate response for each E, Q, P, ST and CT component is given. If the trainee still has not responded after three trials, allow the trainee to go back to work. In some cases it will be impossible to have the trainee repeat the CT component. Feedback consists of descriptive, positive statements only ("You must look right at me when I give you an instruction", not "You didn't look at me", or "Don't ignore me").

Responses during training are charted as described by Methods 1 and 2 in baseline procedures. Although responses to each trial are recorded on the data sheet, only the first attempt for each instruction is graphed.

If after ten days little substantial improvement has been made, the trainer should select one of the components which the trainee is still not performing, and provide consequation immediately for it. That is, if the trainee is consistently not giving an appropriate verbal response, the trainer will give the instruction and immediately after the trainee has had an opportunity to give a positive response and before (s)he starts the task, the trainer will give positive or negative feedback and instruction. If negative feedback was given, the trainer will then repeat the instruction and will again provide feedback and instruction immediately following the verbal response. Again, a maximum of three trials is given per instruction. If on the third trial the trainee still responds incorrectly, feedback will be given immediately but the trainee will be permitted to start and complete the task. Only the first trial response is recorded. After the trainee has responded correctly for three consecutive days for the one component, then another component will be selected if any remain that have not reached the 100 percent criterion, and immediate feedback given for it in the same manner described above. Feedback will always be given for the other four components after the task is completed.

Maintenance Phase

After the trainee reaches 100 percent of the training intervention criteria for five consecutive days on all five components, data is taken daily but feedback is given only three days a week. When the trainee reaches 100 percent on all components for a second five consecutive days, data is taken daily but no feedback is given. The simple instruction program is terminated when similar criteria have been met.

Complex Instructions

During simple instruction, data will be collected on complex instructions twice per week. Based on the data collected during the probe the trainer will decide if the trainee requires training for complex instructions. If the trainee received less then 80 percent correct on more than two days for the last two weeks of probe data collection, then training will be done. Training procedures and criteria will be the same for complex instruction training as those detailed for simple instructions.

Greeting Skills

The skill of appropriately interacting with co-workers and supervisors is rarely displayed by a large portion of mentally retarded adults. Among the complaints of food service personnel are that "Retarded persons are unfriendly", "They never talk to you", "They never say hi to anyone when they come to work". To help remedy the lack of social interaction between the trainee and his or her co-workers and supervisors, specific social greeting skills often need to be taught.

The goals of the social greetings program are for the trainee to (1) appropriately respond to greetings from co-workers and supervisors and (2) to initiate greetings with these persons upon arrival at work.

A correct response to a greeting by another person is defined as the trainee looking at the person's face and saying a greeting, such as "Good morning", "Hi", "How's it going?" The eye contact must continue through the entire verbal exchange including the other person's greeting and the trainee's response.

A correct social greeting initiation is defined as the trainee walking up to a co-worker or trainer, looking at the person, and stating a greeting. Eye contact must be maintained through the trainee's greeting and the other person's response.

Baseline Phase

Baseline data should be collected for at least five days or until the data has stabilized. The trainer will observe each morning when the trainee first arrives at work for five minutes. The trainer will record the number of social initiations the trainee attempts during the five min- and if they were correct (eye contact and appropriate verbal greeting). The trainer will also record whether the trainee responds correctly to greetings from others. The trainer will record only the first five greetings by others. If less than three greetings by others are given, the trainer will greet the trainee, and will request other trainers to greet the trainee in order to obtain five opportunities for the trainee to respond to. A social greeting data sheet is shown in Figure III-13.

Insert Figure III-13 about here

A "+" is recorded each time the trainee makes a correct verbal response and a "+" for making eye contact during the greetings exchange. Two graphs are maintained. On one the total number of greeting initiations made by a trainee each day and the total number of those that were correct (eye contact and verbal response) are graphed. On the other the number of correct responses to greetings by others out of the five opportunities is graphed. No feedback is given during the baseline phase.

Response to Greetings by Others - Training

If during baseline the trainee has not responded correctly to all five greetings on all except one, then begin training. The training will consist

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
SOCIAL GREETINGS

Trainee:____________________________

Date Initiated:________________________

.	DATE	TIME ENTERED	PHASE	EYE CONTACT	CORRECT RESPONSE	DATA TAKER
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						

FIGURE III-13

of instruction, role playing, practice and feedback. The first morning the trainer will explain to the trainee the importance of responding correctly to another person when they greet you. The trainee will then describe the correct behavior involved in correct greeting "When a person says hi, hello, or how are you, you should look right at them and also say something like hi or how's it going." The trainer and the trainee will then role play and practice the trainer greeting and the trainee responding to the greeting. The trainer gives feedback to the trainee during the practice. The next morning the trainer gives the trainee feedback immediately following each response to another's greeting during the regular data collection period. Praise will be given for each component (eye contact and verbal response) completed correctly (e.g., "That's good, you looked right at her and said hello.") Feedback for each incorrect component (e.g., You said hi to him and that's really good, but you didn't look at him when you said it. You need to do that") will also be given. If the trainee did not respond correctly to all three greetings, the trainer will repeat the role playing and practice session.

When the trainee has responded correctly to all three greetings for ten consecutive days, role playing and practice will be discontinued. When the trainee responds correctly for ten more consecutive days to all three greetings, feedback will be discontinued. If the trainee does not reach criteria within thirty days, a return to role playing and practice will be re-initiated. Data collection will continue once or twice a week for two months to assess maintenance. If maintenance does not occur, training will be re-initiated.

Greeting Initiation - Training

If a trainee initiates a greeting to less than three persons per day or if all three greetings are not correct on more than one day of baseline, then begin training. If a trainee requires training for both responding to others' greetings and initiations, begin and complete training for the first before beginning training on the latter.

Greeting initiation training will also consist of instruction, role playing, practice and feedback. On the first day of training th trainer will explain the importance of initiating greetings and describe the correct responses, "When you see a person for the first time during the day then say a greeting like hi or how are you, and continue to look at them until they respond". The trainer and the trainee will then role play and practice the response - the trainee coming in the room and greeting the trainer. The trainer will give the trainee feedback on the response during the practice session.

The next morning during the normal data collection period the trainer will give the trainee immediate feedback on each initiation response. If the trainee does not greet at least three persons or does not perform initiation response correctly, the role playing and practice session will be repeated.

When the trainee greets at least three persons each morning and performs each correctly for ten consecutive days, role playing and practice will be discontinued. When the trainee again responds correctly for ten consecutive days, feedback will be discontinued. If the trainee has not reached criteria within thirty days, role playing and practice will begin again.

In order to assess maintenance, data should be collected once or twice a week for at least two months and training re-initiated if the behavior does not occur. If the role playing, practice and feedback are not successful after 15 days of training, an individual program must be written.

Job Interview Skills

The job interview is one of the steps between training and actually working. As you will see later in the manual, with the retarded population the placement and follow-up staff will be required to do the majority, if not all the job finding tasks, including talking with the employer about the training program and the particular trainee applying for the job. Even with this assistance by the training program staff, many employers are interested in at least seeing and talking briefly with the trainee before making a final decision. It is important that the trainee have some experience in such a situation and know the appropriate behaviors to exhibit.

There are five components in the interview skills program. The components are:

(1) Correct verbal response to interview questions.

(2) Correct eye contact (head is oriented toward the interviewer and the trainee is looking at the interviewer's eyes).

(3) Correct hand posture (hands are away from face and are kept still on the desk or lap).

(4) Correctly sitting in chair so that back is touching the back of the chair.

(5) Pleasant facial expression (the trainee will smile or have face free from expression, such as frowns, negative facial gestures, yawns, mouth hanging open, or tongue protruding).

The first phase of the interview skills program is composed of twelve questions. The twelve questions, as shown in Figure III-14, deal with biographical information and current work experience.

Insert Figure III-14 about here

Baseline Phase

Baseline is taken for three days or until the data is stable. During baseline the trainee enters the training analyst's office, and is seated so (s)he is facing the trainer. The trainer tells the trainee at this time that (s)he is going to have a practice interview to help him or her prepare for when an actual job interview takes place. The trainee is told to answer each question that is asked the best (s)he can. No feedback is given during baseline. Responses to all five components are recorded for each question. A "+" or "-" is recorded for each of the five components. The correct verbal responses are defined on the Answers to Interview Skills Questions Sheet for Phase 1, as described in Figure III-15. Verbal responses must include all the information shown in order for the trainer to record a "+" for a correct response.

Insert Figure III-15 about here

INTERVIEW SKILLS

Phase I

Trainee ____________________

Interviewer ____________________

Date ____________________

	Eye contact	Hands away from face and still	Sits back in chair	Pleasant expression
1. What is your full name				
2. How old are you?				
3. When is your birthday?				
4. What is your address?				
5. What is your phone number?				
6. Do you have a social security card?				
7. Who would I call in case of emergency?				
8. Where do you work now?				
9. What type of work do you do now?				
10. What hours do you work now?				
11. What is your supervisor's name?				
12. How do you get to work now?				

Total questions correct _____

Total positive eye contact _____
hand away from face and still _____
sitting back in chair _____
pleasant expression _____

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-14

ANSWERS TO INTERVIEW SKILLS QUESTIONS

Phase I

1. (First name) (Last name)

2. (Number of years)

3. (Month) (Day) (Year)

4. (House no.) (Street) (City)

5. (Telephone number)

6. Yes, it is in my (purse) (wallet).

7. Call (First name) (Last name) at (phone number).

8. (The Center Restaurant) (The South Campus HUB)

9. (I bus tables.) (I wash dishes.) (I wash pots and pans.)

10. (11:00 to 3:30) (10:30 to 4:00)

11. (First name) (Last name)

12. I ride the bus.

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-15

Charting. A total of six separate graphs are kept to monitor the amount of total correct responses taking place on a daily basis, as well as to provide a visual picture of each component. The first graph is a percentage graph, and shows what percentage of the total components were positive each day.

Each of the five components is also graphed separately to give the analyst a clear picture of which components are weakest. The total number of correct responses for each is graphed each day.

In Phase I there are twelve interview questions asked, so there is a possibility of having twelve correct responses for each component. The percentage is calculated by adding all the correct responses for each of the twelve questions, and dividing by sixty (total number of possible correct responses).

Training Phase 1

During the training phases the trainee continues to come into the training analyst's office, sit down, and face the analyst. Each day at the beginning of the training phase the analyst informs the trainee that "This is a practice job interview, so that when you go for a real interview you will be able to answer the questions that you are asked. Today I'm going to tell you how you should answer the questions if you don't answer the questions correctly, or if you don't know the answer. I also want you to sit back in your chair, keep your hands still - either in your lap or on the desk, and to look at me when you answer each question." Feedback will be given after each question.

Example

(1) What is your name?

Albert White.

Good, you answered the question correctly and were sitting back in your chair; you kept your hands still and had a nice expression on your face. You forgot to look at me when you gave an answer - remember that next time.

(2) Where do you work?

I work here.

You should say ______________ when you answer. Now let's practice that question three times. (Prompt the trainee to repeat the correct response. Continue until the response has been emitted by the trainee three times.)

Feedback will also be given at this time for each of the other four components and after each repetition.

Questions are presented randomly during training to prevent rote memory of specified answers, and to help in generalization of the interview skills.

When the trainee reaches 80 to 100 percent correct on each of the interview skills components for five consecutive days (s)he will move into the maintenance phase.

Maintenance Phase

During the maintenance phase the trainee is scheduled three more interviews. Each interview will be scheduled on a separate day, and each with a different staff member. No feedback will be given during the maintenance phase. If the trainee fails to maintain 80 to 100 percent correct responses during each of the maintenance interviews, (s)he will go back to the training phase until (s)he has 90 to 100 percent correct responses for five consecutive days.

If the trainee completes the three maintenance interviews 80 to 100 percent correctly, (s)he can begin Phase 2.

Training Phase 2

Phase 2 will be implemented the same as Phase 1, only the interview questions will be more complex. Figure III-16 describes the interview skills data sheet for Phase 2, and Figure III-17 shows the answers to interview skills questions for Phase 2.

Insert Figures III-16 and III-17 about here

Summary

Figure III-18 summarizes the interview skills process as a flow chart.

Insert Figure III-18 about here

INTERVIEW SKILLS
Phase 2

Trainee ______________________

Interviewer ______________________

Date ______________________

	Eye contact	Hands away from face and still	Sits back in chair	Pleasant expression
1. Do you like people?				
2. Why do you want this job?				
3. How much money do you want to earn?				
4. At the Center Restaurant you (bus tables, wash dishes), what other jobs do you do besides that?				
5. Have you ever worked anywhere besides the Center Restaurant?				
6. How do you plan to get to work?				
7. Will you have any problems getting to work?				
8. What kinds of things do you enjoy doing for fun?				
TOTALS				
TOTAL QUESTIONS CORRECT				

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-16

ANSWERS TO INTERVIEW SKILLS QUESTIONS

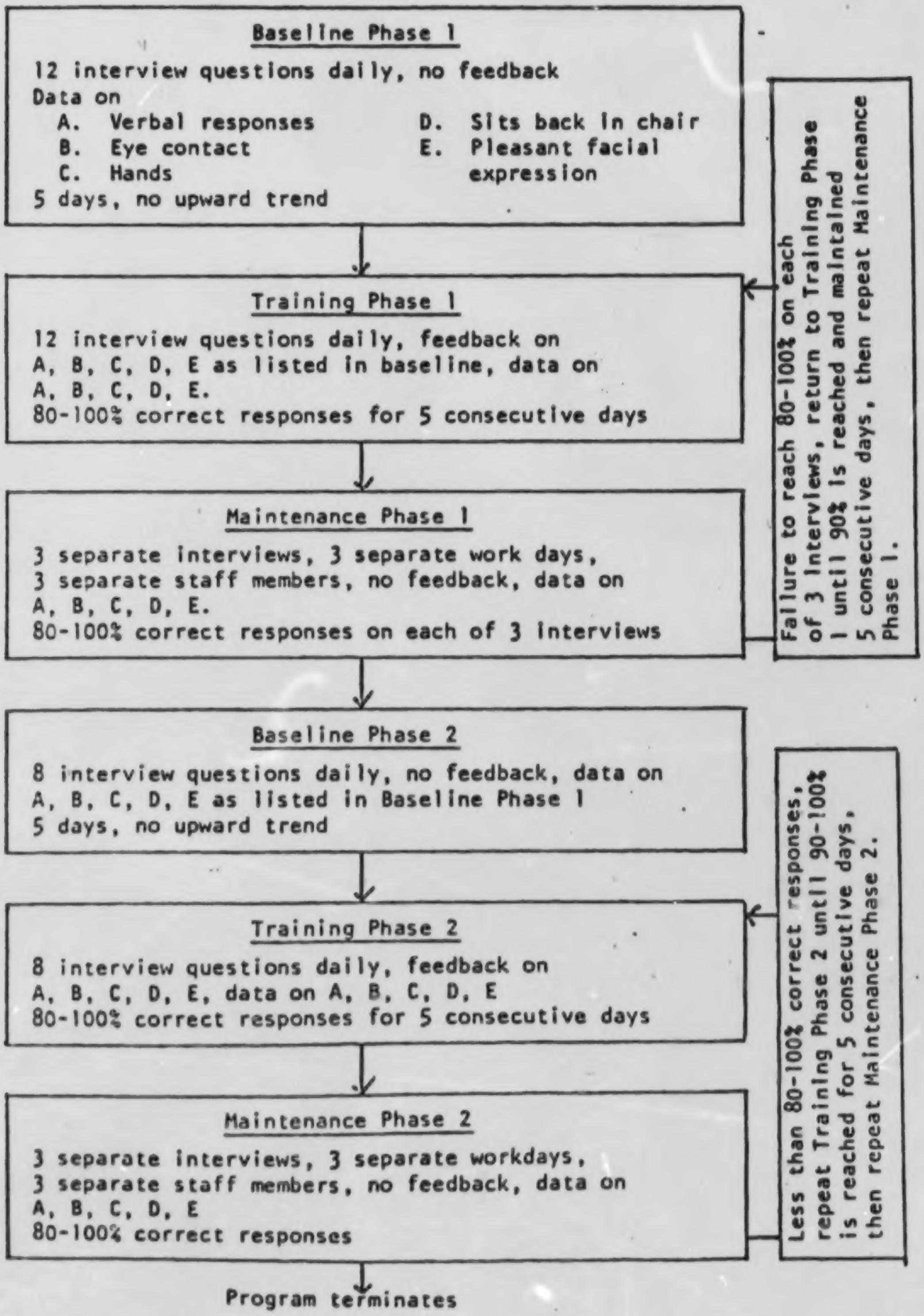
Phase 2

1. Yes.
2. To earn money.
3. At least minimum wage.
4. (List at least three additional jobs of trainee).
5. No/yes. (If yes, name place).
6. By bus
7. No.
8. Decide on activity with trainee.

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-17

JOB INTERVIEW SKILLS FLOW CHART



Baseline Phase 1

12 interview questions daily, no feedback
Data on
- A. Verbal responses
- B. Eye contact
- C. Hands
- D. Sits back in chair
- E. Pleasant facial expression

5 days, no upward trend

Training Phase 1

12 interview questions daily, feedback on A, B, C, D, E as listed in baseline, data on A, B, C, D, E.
80-100% correct responses for 5 consecutive days

Maintenance Phase 1

3 separate interviews, 3 separate work days, 3 separate staff members, no feedback, data on A, B, C, D, E.
80-100% correct responses on each of 3 interviews

Failure to reach 80-100% on each of 3 interviews, return to Training Phase 1 until 90% is reached and maintained 5 consecutive days, then repeat Maintenance Phase 1.

Baseline Phase 2

8 interview questions daily, no feedback, data on A, B, C, D, E as listed in Baseline Phase 1
5 days, no upward trend

Training Phase 2

8 interview questions daily, feedback on A, B, C, D, E, data on A, B, C, D, E
80-100% correct responses for 5 consecutive days

Maintenance Phase 2

3 separate interviews, 3 separate workdays, 3 separate staff members, no feedback, data on A, B, C, D, E
80-100% correct responses

Less than 80-100% correct responses, repeat Training Phase 2 until 90-100% is reached for 5 consecutive days, then repeat Maintenance Phase 2.

Program terminates

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE III-18

CHAPTER 4: INDIVIDUAL PROGRAM PLANS

The Individual Program Plan is a valuable tool that the training analyst may use in providing effective services to his or her trainee(s). It provides a detailed, outlined plan of action, which can be referred to and relied upon for critical, data based training decisions. In addition, the program plan provides for the consistency that is so necessary in skill acquisition or behavior change.

Standardized training procedures are not always appropriate, and a specialized program may be necessary when one of two events occurs: (1) the standard procedures used for the majority are not effective in reaching the standard goals for a particular individual, or (2) an individual trainee exhibits a unique behavior or specific skill deficit. Such behavior problems or deficits may be present and obvious upon the trainee's entrance into the program, or may be observed during the course of the trainee's involvement with the program.

The advantages of planning specific programs for individual trainees include the following: (1) to direct attention to the problem, (2) to insure consistency of training procedures on a day to day basis, (3) to facilitate communication and consistency about training procedures among staff members, (4) to make possible the replication of procedures across trainees and settings, (5) to provide feedback regarding progress from the recorded and charted data, and (6) to serve as a permanent product of the training program for individual files and records.

Unless program plans are utilized, we find that several negative events may occur: (1) individual trainee goals are not set, (2) staff members do not agree on goals, (3) the manner in which staff attempt to reach goals is haphazard and inconsistent, and (4) the staff has no way of measuring when the goals are reached.

An individual program plan form presented here was devised as a practical and usable format for writing individual programs by persons who serve in training roles in workshops, activity centers, or on-the-job training sites. The main goal of the plan is to organize and specify all critical aspects of a treatment program before it is begun. Basic components of the individual program plan (IPP) include: (1) trainee name, (2) trainer name, (3) date of program initiation, (4) long-term goal of the program, (5) specific program objective (short-term goal), (6) description of baseline procedures including counting, recording, and charting of data, and (7) description of training procedures including instructions, consequences, and prompts.

The individual program plan (IPP) consists of two phases. The first phase requires that the training analyst identify the behavior to be changed or trained, the program goal, and the selected baseline recording procedures. The second phase requires a detailed description of materials needed, consequation of correct responses and schedules of reinforcement. The plan is then carried out according to the specifications provided.

The IPP is broken into several subsections. To effectively use the plan, each of the subsections is treated as a question to be answered. A response should be written for each question or subsection even though

A response should be written for each question or subsection even though the answers may seem redundant, or not directly applicable to the program.

Writing Baseline Procedures

As you learned in Section II, Chapter 2, a baseline is a measure of how frequently a given behavior occurs over a period of time before initial or different training procedures are implemented. It is only through comparison of baseline data and data collected during subsequent training phases that overall program effectiveness can be assessed. Remember that baseline data should be recorded until trainee performance shows some regularity for at least three consecutive days. Figure III-18 is the form which should be completed before baseline data collection begins.

Insert Figure III-18 about here

The Trainee's Name, the Trainer's Name, and the Date the program or "phase" is initiated is located on the first three lines of the plan. The Program Long-term Goal refers to the behavior(s) the trainee should emit when training is completed.

EXAMPLE - PROGRAM LONG-TERM GOAL

The trainee will correctly bus tables.

General Baseline Procedures

Procedural statements should include a detailed description of the training analyst's behavior, the trainee's behavior, the time of day and the place or setting that baseline data collection will take place in, the

Trainee:

Trainer:

Date Initiated:

Long-term Goal:

Baseline:

(1) General Procedure

(2) Definition of Response

(3) Instruction, prompts, positive, negative feedback

(4) Observation procedure

(a) observing

(b) recording

(c) charting

(5) Reliability

(6) Baseline Termination

(7) Quantitative Summary of Baseline

FIGURE III-18

length of time or the number of trials involved in baseline sessions, and the materials needed to conduct the session. This description should include as much information about the conditions as possible.

EXAMPLE - GENERAL BASELINE PROCEDURE

Sessions will be held in the training room at 9:00 a.m. and 2:00 p.m. Each session will last for thirty minutes. The trainee will be asked the ten standardized information questions as listed on the data sheet. No feedback regarding accuracy will be given during baseline conditions.

Definition of Response - Target Behavior

Each behavior to be measured and changed or trained should be clearly defined. The behavior must be stated in observable and measurable terms. For example, the statement "Jenny is unhappy" implies different things to different people; the statement "Jenny cries" is easy to observe and measure and, therefore, easy to agree upon. When the behavior has been defined in this way it is then the one which will be observed and measured throughout the baseline and treatment phases, and will be called the target behavior.

EXAMPLE - TARGET BEHAVIOR

Complaining will be the target behavior. A complaint is defined as any intelligible vocal response referring to physical pain or expression of displeasure about a situation or person. These may include "My finger hurts," or "I have a headache," "You get me in trouble," or "I don't like to work here."

Materials Needed

This section should include: (1) the materials needed to run the program session, and (2) where the materials are kept. Materials may include such things as specific data sheets, stopwatches, coins, word cards, tape recorder, poker chips, etc. The list of materials should be inclusive enough so that a new trainer could easily and quickly collect those items listed, go to the session site, and implement the program.

EXAMPLE - MATERIALS NEEDED

The trainer will place a new self-monitoring sheet on the wall next to the trainee's work station each morning. A pencil and stickers also will be placed on a shelf next to the sheet for easy access by the trainee.

Training Analyst's Behavior - Instructions, Prompts, Feedback and Consequation

A complete description of the trainer's behavior in relationship to the trainee's behavior and the target behavior is written. The following questions should be thoroughly answered:

(1) Will the trainer provide a verbal description and/or physically demonstrate the expected skill or behavior? When? How often?

(2) Will the trainer provide a specific cue or prompt before the behavior is expected to occur? For example, the training analyst will say "Point to the penny," or the trainer will say "John, say hello." How long between the prompt or cue and the trainee's response is permitted for the response to be considered correct? For example, in order to be correct the trainee must comply within five seconds of instruction. In what order will the cues or prompts be presented? For example, the trainer will always point to the clock, if the trainee still doesn't respond (s)he says "Go to lunch."

(3) Will the trainer provide a physical and/or verbal prompt if the trainee does not perform the expected skill or behavior? When? How often?

(4) Will the trainer give positive and/or negative feedback or consequation? When? How often?

Although baseline is usually thought of as a pre-treatment period, instructions and feedback are often used and should be described. It is important that all procedures remain consistent throughout the baseline period.

EXAMPLE - TRAINING ANALYST BEHAVIOR

Instruction and modelling will be provided as usual. Feedback will be given at the end of the session as usual.

Observation Procedures

Observing. Observation procedures is a statement describing who the observers will be, when the observation will take place, and how the observation will be carried out. Include exactly how often the behavior will be observed and for how long. Refer to Section II, Chapter 2 for details regarding observation, recording, charting, and agreement checks.

EXAMPLE - OBSERVATION

The analyst will observe the trainee one hour per day beginning at 10:00 a.m. The analyst will stand in an area of the room which will allow for clear viewing of the trainee at all times. The analyst will record the defined target behavior during sixty one-minute intervals. The analyst will observe if the trainee continues to move through the entire sixty-second interval. During each one-minute interval observe the behavior for the first fifty seconds and record the behavior in the remaining ten seconds.

Recording. Recording procedures is a description of how the observations will be recorded. Include the format of recording (the data sheet, stopwatch, etc.) and exactly how each will be used.

EXAMPLE - RECORDING

The trainer will carry a data sheet on a clipboard. The sheet will include the trainee's name and date. Each sheet will be divided into two columns (one for each trainee), and each column into sixty spaces (one for each minute of observation) If the trainee is observed to self-stimulate during a sixty-second interval, the analyst will place a "-" in the corresponding interval space. If no self-stimulations are observed, a "+" will be recorded.

Charting. A description of the method by which the information collected during the observation and recording periods will be calculated and illustrated. Information that will be provided on the graph should be described in detail. For example: (1) Will the data be charted each day? (2) Will correct and incorrect responses be charted? (3) Will the trainer's behavior be charted? The number or percentage of responses should be plotted along the vertical line (Y axis), and the date or session number along the horizontal line (X axis).

EXAMPLE - CHARTING

The number of complaints will be totalled at the end of the four-hour work day. The total number of complaints will be represented along the vertical axis of a line graph.

Agreement. A statement should be made stating how often agreement checks will be taken during baseline. Baseline should continue until agreement is at least eighty percent for two consecutive days.

EXAMPLE - AGREEMENT

An independent observer will observe and record the occurrence of saliva on the trainee's chin. Percent of agreement will be calculated. Baseline will continue until agreement is at least eighty percent for two consecutive days.

Baseline Termination. A statement will be made describing when and under what conditions baseline procedures will be terminated and training procedures initiated. Again, baseline data should be taken for at least three sessions in order to examine the overall "direction" of the response. Generally, five days of data are required to determine a trend. It is important to remain in baseline conditions, whenever practical, until there is little or no variability, and a trend is apparent.

EXAMPLE - BASELINE TERMINATION

Baseline will be terminated when the number of temper tantrums per day varies by no more than four for three consecutive days, and agreement is above ninety percent for three consecutive days.

Writing Training Procedures

After the baseline information has been described, the training analyst is ready to consider the behavior change procedures that will be used during training conditions. These decisions must be made carefully based upon the baseline information, the specific target behavior or skill, the severity of the problem or deficit, and any time factors involved in the behavior change. Decisions regarding training procedures are best made by all individuals involved on a regular basis with the trainee in order to insure a consensus regarding the best procedures to use. Figure III-19 is the form that is completed before intervention is begun.

Insert Figure III-19 about here

The training procedure program plan should include the Trainee's Name, the Training Analyst's Name, and the Date training is to be initiated.

In many cases, several different training procedures may be required. If a training procedure, for instance, is not effective after a week or two, a new procedure must be attempted and a new plan written. Consequently, each training plan or phase must be identified and described.

Program Objective

The program objective states specifically what behavior the trainee must emit to successfully complete the program or phase. The objective should state the behavior, when the behavior should be emitted, and the level of proficiency that will be accepted. It should be noted that one goal may have several objectives.

TRAINING PROCEDURE

Phase

Date Initiated

Program Objective

(1) General Procedures

(2) Definition of Response(s)

(3) Materials to be Used

(4) S^D for Response

  (a) Interval requirement

  (b) Order of S^D presentation

  (c) Plans to fade S^D

(5) Physical, Gestural, or Verbal Prompts

  (a) Plans to fade prompts

(6) Consequation of Correct Responses

  (a) Schedule

  (b) Plans to thin schedule

(7) Consequation of Incorrect Responses

  (a) Schedule

  (b) Plans to thin schedule

(8) Consequation of Other Behavior

(9) Observation Procedures

  (a) Observing

  (b) Recording

  (c) Charting

  (d) Reliability

(10) Criteria for Success

  (a) Relative to each S^D

  (b) Relative to program

(11) Plans for Maintenance and Generalization

(12) Parent Participation

(13) Quantitative Summary of Phase

FIGURE III-19

EXAMPLE - PROGRAM OBJECTIVE

Goal: The trainee will correctly answer questions about his family and his job.

Objective: The trainee will answer the first ten questions regarding his family correctly during the training session with 100 percent accuracy for three consecutive days.

General Training Procedures

The training procedures begin with a paragraph describing procedures to be used during training sessions. This includes the setting where training sessions will be held, the total length of time or number of trials each session will include and a description of the analyst and trainee behavior.

EXAMPLE - GENERAL TRAINING PROCEDURES

The information program will take place between 10:00 and 10:30 each morning, Monday through Friday. All sessions will be tape recorded. Recordings will be used for data collection and agreement checking. The trainer will be seated across the table from the trainee. The trainer will ask the trainee each of the ten questions. If a correct response is given, the trainer will descriptively praise. If an incorrect response is given within ten seconds, the analyst will model the response, and the trainee will be required to repeat the correct response once before the next question is presented.

Target Behaviors

All behaviors or skills the training staff are interested in changing should be clearly defined in observable and measurable terms. These behaviors or skills are the same as those measured in the baseline condition, unless it has been determined that the problem is really not significant. If new behaviors are targeted for change, baseline data must be collected.

EXAMPLE - TARGET BEHAVIORS

Cleaning a tray correctly is defined as moving the tray from the cart to the stainless steel counter in front of the dish machine, removing glasses, cups, silverware, plates and paper from the tray, and placing the tray in the stack to the left of the cart.

Materials Needed

As in baseline conditions all materials necessary for program implementation should be listed.

EXAMPLE - MATERIALS NEEDED

In addition to materials used in baseline, a chalkboard and chalk will be required.

Instructions

A detailed description of instruction before, during or after the the target behavior should be given. Instructions will include any verbal description or demonstrations of the correct response.

EXAMPLE - INSTRUCTIONS

The trainer will describe exactly what non-compliant behavior is and what the consequences for non-compliance will be. Compliant responses will be described and modelled.

Cues or Prompts

All environmental or trainer cues that sign the trainee to perform or any trainer prompts will be detailed.

EXAMPLE - CUES OR PROMPTS

The cue for following instructions in this phase will be "Bill, sort the silverware." The cue will be presented ten times per hour.

Cue or Prompt Interval Requirement. The cueing or prompting interval refers to the time allowed between the presentation of the cue or prompt and the trainee's response. A statement is made concerning the length of time permitted between the end of the cue or prompt and the beginning of the trainee's response before the lack of responding is identified as incorrect. This interval is usually stated in terms of seconds.

EXAMPLE - CUE OR PROMPT INTERVAL REQUIREMENT

The prompt "Go faster" will be given every 60 seconds.

Order of Cue or Prompt Presentation. If more than one cue is to be presented during the training session, the order in which cues are to be presented should be specified. For example, if the problem is designed to teach coin identification, it should be stated exactly in what order the coins will be presented to the trainee, i.e., will the order always be pennies, quarters, nickels, dimes, or will the coins be presented in a pre-established random order? Or if verbal, visual, and physical prompts are used, in what order will they be presented?

EXAMPLE - ORDER OF CUE OR PROMPT PRESENTATION

The trainer will provide a verbal prompt first, then a visual hand prompt and then a physical prompt.

Plans to Fade Cueing or Prompting. In many situations it is important to respond correctly without the presence of a cue or prompt. Such a case may be when the cue or prompt has been artificially imposed. Plans to fade the cue or prompt must be described in detail.

EXAMPLE - PLANS TO FADE CUEING OR PROMPTING

The trainee will be asked to point to the nickel and then to the dime. In order to simplify the discrimination, the nickel will be painted red. After the trainee responds correctly for five consecutive trials, half of the paint will be rubbed off; after five more correct trials, all the paint will be removed. This procedure will continue until the trainee correctly identifies the nickel and the dime.

Consequation of Correct Responses

A statement is made describing exactly what happens after the trainee emits a correct response. The statement should include whether the response will be reinforced, how soon after the response the reinforcement will be delivered, whether the next cue or prompt will be represented, or whether the same cue or prompt will be represented. The reinforcer to be used is also described, including the verbal feedback given the trainee.

EXAMPLE - CONSEQUATION OF CORRECT RESPONSES

If the trainee completes mopping the floor within ten minutes, the trainer will praise the trainee with such statements as "That was really fast," or "Nice going," and will check his point card.

These points can be exchanged at the end of the day for items in the program "store".

Schedule of Consequation of Correct Responses. As you read in Section II, Chapter 3, a schedule of reinforcement (or punishment) tells when a defined response will be reinforced. For example, a reinforcer can be delivered after every defined response (a continuous schedule of reinforcement - CRF), or after occasional correct responses (an intermittent schedule of reinforcement). If an intermittent schedule is being used in the program, the specific schedule(s) should be stated.

EXAMPLE - SCHEDULE OF CONSEQUATION OF CORRECT RESPONSES

The trainer will praise the trainee every time (s)he follows an instruction (continuous schedule of reinforcement). The trainer will give the trainee a token after (s)he has correctly followed three consecutive instructions.

Thinning of Schedule. As with prompts and cues, you want the trained behavior or skill to continue when reinforcement is decreased or removed. The trainer must specify exactly how reinforcement will be decreased and/or stopped completely. The description should include the level of proficiency that must be achieved for thinning to occur.

EXAMPLE - THINNING OF SCHEDULE

When Sam correctly answers 85 percent of the questions for three consecutive days, the schedule of reinforcement will change from one token after two correct responses to one after four correct responses.

Consequation of Incorrect Responses

Statements should be made describing what happens when the trainee emits an incorrect response, e.g., will the response be ignored or punished, will instructions be given, or will the cue be presented again?

EXAMPLE - CONSEQUATION OF INCORRECT RESPONSES

If when asked to point to the nickel the trainee points to the quarter, the trainer will say as he points "No, this is the nickel. Which coin is the nickel?" The trainer will then mark a "-" for that trial, and present the cue for the next trial.

Schedule. As with correct responses, the schedule refers to when and how often a response, in this case an incorrect response, will be consequated.

EXAMPLE - SCHEDULE OF CONSEQUATION OF INCORRECT RESPONSES

On a one-minute schedule John's stereotypic hand gestures will be consequated using the prescribed overcorrection procedure.

Plans to Thin. As with positive feedback for correct responses, the ultimate goal of any program which includes feedback for incorrect responses is to decrease, or eliminate, this feedback while maintaining a low frequency of incorrect responses. In order to do this, the decrease in feedback must be gradual, systematic and based upon the data.

EXAMPLE - PLANS TO THIN

After the trainee has had ten consecutive days of less than five episodes of self-stimulation in a two-hour time period, the trainer will consequate on the average of every third episode rather than every one.

Consequation of Other Behaviors

A statement should be included describing what will happen if a trainee engages in an inappropriate behavior that has not been pinpointed, or behaviorally defined, in the individual program plan.

EXAMPLE - CONSEQUATION OF OTHER BEHAVIORS

If the trainee curses during a time management session, the trainer will stop training for 60 seconds and look away from the trainee.

Observation Procedures - Observing, Recording, Charting and Agreement

The observation procedures used in the training period are usually identical to those used during the baseline period. However, since during training the systematic use of new instructions, prompts, and behavior consequences are programmed, detailed descriptions of the observation, recording, and charting of the trainee's behavior are included.

EXAMPLE - OBSERVATION PROCEDURES

All observation procedures will be the same as baseline, except that data will also be collected on the number of prompts given by the trainer.

Criteria for Success

Criteria for Success Relative to Each Cue or Prompt. If more than one cue or prompt is presented during the program, it is important to state what behavior the trainee must emit, and at what level of proficiency in order to terminate training to each particular cue or prompt.

EXAMPLE - CRITERIA FOR SUCCESS RELATIVE TO EACH CUE OR PROMPT

When Jack correctly points to the stockroom item within five seconds following the cue "Jack, where is the mustard?" for seven consecutive session days, the item will be removed from the daily check-off list, and placed on a weekly check-off list.

Criteria for Success Relative to Project. It is important to state how the trainer will determine when the program objective has been met. The criteria statement should include what behavior must be emitted, the conditions under which the behavior should be emitted, and at what level of proficiency the behavior should be emitted in order to terminate the program. Program success criteria for the item location program mentioned above may be stated in the following example.

EXAMPLE - CRITERIA FOR SUCCESS RELATIVE TO PROJECT

The program will be terminated when Jack correctly points to all fifty items on the weekly check-off list for three consecutive weeks when asked to do so by the trainer.

Plans for Maintenance and Generalization

Performance of skills acquired during training sessions may vary markedly when no longer in the structured training environment; it is extremely important to describe what procedures will be implemented in both maintenance phases during the training sessions and generalization phases after "in-house" training sessions have been terminated. This section briefly includes: (1) the procedures used to "keep the behavior going" in non-training situations or settings similar to those during training (i.e., maintenance procedures), and (2) the procedures used to best ease transition from the training session to novel environments with differing variables (i.e., generalization procedures). Plans for maintenance and generalization often possess many constraints and considerations that may affect initial procedures, therefore it is important that maintenance and generalization be considered before starting the program. Thinning of reinforcement and feedback schedules are one way to insure maintenance and is detailed above. This section is for those procedures after the schedule has been thinned, and long-term maintenance and generalization is the concern. (Refer to Section II, Chapter 3.

EXAMPLE - PLANS FOR MAINTENANCE AND GENERALIZATION

To insure that the trainee maintains his "telephone use" skill he will be required to independently place a call to one of ten numbers twice a week. To insure that his "telephone use" skill generalizes to other numbers and situations the trainee's parents will be requested to have the trainee use the telephone at least twice a week.

Parent or Advocate Participation

The importance of parent or advocate participation becomes obvious when considering maximum total program effectiveness during both training sessions and those designed for maintenance and generalization. This section should include how parents or advocates are to be involved with the particular training session procedures and/or the generalization and maintenance aspects of the program. Participation may include actual running of the program by the parents, the use of parents in a token economy system, collection of generalization data by the parents, periodic subjective reports from the parents, etc. (Refer to Section V).

EXAMPLE - PARENT OR ADVOCATE PARTICIPATION

The parents will be requested to ignore the trainee when (s)he tantrums.

EXAMPLE - COMPLETE INDIVIDUAL PROGRAM PLAN

Trainee: Sam

Trainer: Mike

Date Initiated: June 20, 1979

Long-term Goal: Sam will interact verbally appropriately with trainer and co-workers.

BASELINE

General Procedure

Sam will be observed by the trainer in the dishroom between the hours of 11:30 and 12:30. The trainer will record all verbal statements made by Sam during this time. The statements will be divided into two categories - inappropriate and appropriate statements.

Definition of Response

Inappropriate statements will be defined as follows:

Repeats. Any statement said more than once in succession. Each time the statement is resaid it will be recorded as an inappropriate statement.

Unnecessary Statements. Any appropriate statement that said more than once, which is vocationally or socially oriented, e.g., "I need to ring out my rag," or "I'm going home this weekend," but which is not required to complete the job.

Complaints. Any negative statement about her job, co-workers, or himself, e.g.,"I'm tired of loading dishes, let Dick do it," or "I'm too tired to work today," or "My feet are too tired."

Bossing. Any statement made telling co-workers what to do, e.g., "John, take out the garbage," or "Dick, put the broom away."

Talking Back. Any negative statement mentioned above given in response to an instruction by the trainer.

Appropriate statements are any statements of a positive nature, not said more than once during the data collecting time, and which are required to correctly complete the job, e.g., "What do you want me to do next?"

Instructions, Prompts, Positive or Negative Feedback

No instructions or feedback will be given during baseline.

Observation Procedures

Observing. Observation will take place during the hours of 11:30 to 12:30 in the dishroom.

Recording. Recording will be done on a daily basis with all inappropriate and appropriate statements being recorded on "Sam's Inappropriate Checklist".

Charting. The data will be graphed on a daily basis using a frequency graph. Both the total number of inappropriate and appropriate statements will be charted on the same graph.

Agreement. An agreement check will be made during baseline by another person observing simultaneously with the trainer in the dishroom during the hours of 11:30 to 12:30.

Baseline Termination

Intervention will begin when the data has either stabilized for five consecutive days, or a clear upward trend in inappropriate statements occurs.

TRAINING PROCEDURE

Trainee: Sam

Trainer: Mike

Date Initiated:

Program Objective: The number of inappropriate verbals will be zero.

General Procedure

Baseline plus Sam will be given immediate feedback and a rationale when he verbalizes inappropriately, e.g., "Sam, don't keep repeating yourself. I heard the first time. It's irritating to people when you repeat yourself like that." Also Sam is to be praised at least five times between 11:30 and 12:30 for working quietly, not talking back, not repeating himself, etc., e.g., "Sam, you haven't talked back to me, that's neat," or "You are working so quietly now."

Definition of Response

Same as baseline.

Materials to be Used

Same as baseline.

Cues or Prompts

None for verbal behavior.

Interval Requirement. Not applicable.

Plans to Fade. Not applicable.

Consequation of Correct Responses

Praise.

Schedule. After each 60 second interval that Sam does not emit an inappropriate verbal, praise will be given. When inappropriates have decreased to ten or less per day for three consecutive days, praise will be given after five-minute intervals without an inappropriate verbal. When inappropriates have decreased to five or less for three consecutive days, praise will be given after 15-minute intervals of no inappropriates. When inappropriates have decreased to one or less for three consecutive days, praise will be given after thirty minutes of no inappropriates. If this level maintains for five days, praise will be given after one hour, and then after five more days, after two hours, and then after five days, at the end of the day.

Consequation of Incorrect Responses

Immediate feedback and rationale when Sam verbalizes inappropriately.

Schedule. Feedback will be given after every inappropriate statement. The schedule will not be thinned.

Consequation of Other Behavior

See other IPPs.

Observation Procedures

Observation, recording, and charting will be done exactly as in baseline. Agreement checks will be done once per week.

Criteria for Success of Project

One or less appropriate verbals between 11:30 and 12:30.

Plans for Maintenance and Generalization

Data collected and reintroduction of praise when training station changes and when placement made.

Parent or Advocate Participation

Group home will be told about program and requested to consequate verbals in same manner at home.

CHAPTER 5: PAY INCENTIVES

Money is one of the, if not the most important reason that most people work. We have learned from childhood that money is valuable because it is what is used to obtain almost all of our necessities and reinforcers, including food, clothing, a place to live, entertainment and priviledges. We have also learned that the more money we have the more and better things we can obtain. In addition, most persons have learned that usually in order to obtain money, work is required. Consequently, a critical conceptual chain of work-money-survival and possessions is formed.

In the case of many retarded adults this chain was never learned. Retarded persons who have been institutionalized all of their lives and have had all of their wants supplied on a routine basis and may have never or rarely seen money, or seen it exchanged for products, have little or no perception of even what money is much less how to obtain it. Although many retarded persons who have lived at home have had more opportunity to see money and observe that it can be exchanged for products, in most cases the parents still have given the person his or her basic needs and reinforcers without demanding any compensation from him or her in the form of work. They, like the institutionalized person, have not seen the clear relationship between work and obtaining and losing the necessities of life and priviledges.

There are, of course, other reasons why people work. One of the most important of these is the social reinforcement from friends and family for being productive and successful. These reinforcers, however, are quite subtle and often come at only very lengthy intervals of time. In fact, these contingencies operate most clearly, not in the case of a person working, but for a person who does not work; family, friends and society often criticize and even ostracize the failure. In the case of a handicapped person, society excuses unemployment and, in fact, provides substantial support. Consequently, it becomes imperative that a retarded individual be provided with a clearly tangible source of positive reinforcement for working, and money and consuming are the most obvious available.

In order to insure that the concept of work-money-products is formed and that the money functions to reinforce and maintain work and appropriate behavior, specific programs must be developed and conducted to teach these concepts. The following is one example.

Baseline - No Pay

During the first few weeks of training when the trainee is receiving intensive instruction on how to perform each assigned task, no money is provided. When the trainee's task completion, WTs and BTs have stabilized for five days, Phase I will begin.

Phase I - Daily Pay

During this phase the trainee will have the opportunity to earn up to $1.00 per day. Each task assigned to the trainee is worth from five to ten cents depending on the length of time required to complete it and its difficulty. For each task which is completed on time and without a BT or WT prompt, the five or ten cents is earned. At the end of each day the trainer should go over the data in detail with the trainee, explaining how much money was earned, for which task it was earned, and for which tasks it was not earned, and what must be done differently the next day to earn the entire sum. The trainer should also talk about the importance of working and earning money, describing the things that money can buy.

In addition, a letter to the parent/advocate describing the program and the importance of their talking to the trainee about the money brought home and giving praise for its increase, should be sent. Parents/advocates are also requested to provide the trainee with an opportunity to spend the money. In fact, the parents/advocates should be requested to arrange a budget with the trainee through which the trainee pays the parents/advocates a small portion of their pay for room and board, uses some for entertainment and products the trainee wants, and saves the remainder of it.

The trainee will remain in this phase until (s)he has reached and maintained at 80 percent or above for task completion, BTs and WTs for ten days.

Phase II - Daily Feedback and Weekly Pay

The procedures in this phase will be exactly the same as those in Phase I, except that the trainee will be paid at the end of the week instead of every day. The trainer, however, should continue to discuss the amount earned at the end of each day with the trainee.

The trainee will remain in this phase until (s)he has maintained at 80 percent task completion for ten days.

Phase III - Weekly Feedback and Pay

The procedures utilized here are exactly the same as the previous conditions, except that feedback regarding earnings will be given only at the end of the week.

The trainee will be moved to Phase IV only when (s)he has maintained at 80 percent or above for ten days.

Phase IV - Weekly Feedback and Bi-Weekly Pay

The procedures are identical to previous phases but the pay is provided only every other week. When the trainee reaches at least 80 percent for ten days (s)he is moved to Phase V.

Phase V - Bi-Weekly Feedback and Pay

Again the procedures are the same as those in previous conditions but here the feedback is given only bi-weekly.

Each program should decide whether or not the feedback and pay will be faded further. On some jobs pay will be given only monthly. When this is the case the parents/advocates should be strongly encouraged to give the trainee regular feedback during the month between paychecks.

Additional Money Programs

The trainer may chose to provide the trainee with the opportunity to use additional money contingent on the performance of self-help skills, such as coming to work on time or grooming, or of social behaviors such as instruction following. These should be written as individual program plans to be described in Chapter 4 of this section.

Amount of Client Pay

Sheltered workshop clients are protected by Department of Labor regulations, which require that the persons be paid a certain percentage of their productivity. These laws, of course, were written to assure that clients were not abused by workshop operators. Unfortunately, the regulations also work in another way to hamper the quality of training that can be provided to clients. Because a large sum of money must be paid out in salaries to trainees, insufficient funds are available to hire qualified staff persons capable of providing the type of training needed to move the persons out of the workshops. This again points to the difficulty in attempting to run a program that is supposed to be both a business where people work to earn a supportive wage and a place where people are rehabilitated.

The program at the University of Washington operates in an existing restaurant, and makes no money or profit as a result of the trainees' working. The trainees are paid little money in salary because the purpose of the program is clearly and only for training, and persons will either be placed when they have reached well defined criteria, or terminated if the data demonstrate a lack of progress.

The authors believe that this system at the University of Washington is superior to that of sheltered workshops in terms of client pay, both because it permits the hiring of more and better staff and because it provides a clear incentive to the trainee to graduate from training into competitive employment. However, they also believe that before the Department of Labor standards can be relaxed for a particular program, the program should have sophisticated goal setting and data collection systems that will insure accountability. They should also continue to demonstrate that trainees, in fact, exit from the program into competitive employment routinely in relatively short periods of time.

CHAPTER 6: DATA SUMMARIZATION

In a program in which detailed data is collected on a daily basis, the analysis of the trainee's progress is oftentimes limited to day-to-day changes. Although this type of analysis is important, the training analysts and coordinators need a means to summarize and assess the trainee's progress over longer periods of time. This is especially crucial in a "training for placement" program whose goal is to move persons out of the program, and into jobs, as quickly as possible. If a trainee has been in the program for many months with little progress across those months, the appropriateness of this particular person for a placement program should be questioned.

The trainee progress summary forms shown in Figures III-20 and III-21 can be utilized to summarize the daily data on a monthly basis for each major index of employability identified. Both of these forms should be maintained on all trainees currently receiving training in-house. Kept in the trainee's personal file, the training analyst will calculate and record the summary data on the trainee's form at the end of each month. The first form, the monthly data summary sheet, provides a means to record and summarize the daily data for the standard vocational self-help and social skills programs on one form for each month. The data is recorded on a daily basis, and monthly mears are then calculated at the end of each month. These means are entered on the trainee progress summary master form.

Insert Figures III-20 and III-21 about here

Trainee Progress Summary Master Form

Trainee ____________________

Trainer ____________________

Years ____________________

	Tasks On Time			On Task	Indep WT	Indep BT	Grooming	Time Management	Greetings	Verbal Instrctns	Bus Riding	Parent Support	Trainee Evaluation	IPPs			
Month	Opp	#	%	%	%	%	# Corr	# Corr	# Corr	% Corr	# Tasks Completed /Days Intervened	# Rated (1-5)	Total Aver Score				

FIGURE III-20

Monthly Data Summary Sheet

Trainee ______________________

Trainer ______________________

Month ______________

	Tasks On Time				On Task		Indep WT		Indep BT		Grooming		Time Management		Greetings		Verbal Instrctns		Bus Riding		Parent Support	Trainee Evaluation	IPPs (Specify titles)			
Day	Opp	#	%	Rel	%	Rel	%	Rel	%	Rel	# Cor	Rel	# Cor	Rel	# Cor	Rel	% Cor	Rel	#Tasks Compl /Days Intvn	Rel	# Rated (1-5)	Total Aver Score				
Monthly Mean																										

FIGURE III-21

Both summary sheets are essentially the same. Spaces are available for the trainee's and trainer's names, and the day (or month). Listed across the top of the page, the program areas are: tasks on time, time on task, independent WT, independent BT, grooming, time management, greetings, verbal instructions, and bus riding. Under tasks on time are four columns for recording the number of opportunities the trainee had to complete tasks, the number completed on time, the percent completed on time, and the reliability score. In each of the other standard program measures, the percent of number correct is listed on the master form. If the trainee has completed the bus riding program, and is in the maintenance phase with no on-the-bus observation, a (✓) should be placed in the appropriate box if (s)he arrives at work and home that day without incident or assistance. On the master form, only indicate the number of days intervention was needed.

In addition to these standard objective program measures, two other areas of importance are included: rating of parental or advocate support and the ratings from the trainee's work performance evaluation form. For the former, the training analyst should rate the parent's or advocate's support and cooperation for that month on a scale from one to five. A rating of one signifies that the parent or advocate was extremely supportive and cooperative, while a rating of five indicates little support and cooperation. Ratings of two, three, and four indicate lesser degrees of these two extremes. Support and cooperation generally refer to the degree to which parents or advocates reinforce appropriate work related behaviors, assist in carrying out specific trainee behavior programs, attendance at parent or advocate meetings and adherence to stated program guidelines.

The latter form (work performance evaluation) is thoroughly described in Section IV, Chapter 2. It is used as a more subjective impression of the trainee's performance by the trainer. The information gained from the form is most useful during follow-up where it is more difficult to gain objective measures. However, it is filled out by trainers in-house to see if the trainer's subjective impressions, in fact, do match the objective data. This provides a form of social validity. The information from this form is also often useful in talking with parents/advocates who have difficulty understanding or summarizing the objective data graphs.

The last category provides space for the listing of IPPs conducted on a particular day (or month). If an IPP is ongoing for several weeks, data is recorded in the same manner as the other programs (i.e., list frequencies, percentages, rates, etc., as appropriate).

At the bottom of the page is a row for monthly means. After the last working day of the month, the training analyst will add up all the daily data for each category, and divide by the number of working days. These averages are then entered in the appropriate box next to "Monthly Mean".

The average data obtained on the monthly data summary sheet is transferred each month onto the trainee progress master form. This form is the same as the monthly sheet, except that reliability data are not reported, and along the lefthand side of the page, months are listed instead of days. Spaces are available for 24 months, or two years, of information per sheet. The years covered should be indicated in the upper righthand portion of the sheet.

At the end of each three months the trainee's overall progress and future employability potential should be discussed by the training staff, parents or advocates, and sponsoring agencies. Each program will have to formulate its own criteria for continuation in the program. Trainee termination will be discussed in detail in Section V.

It should be made clear that the use of the trainee progress summary and tri-monthly evaluation is a tool, not only to decide the appropriateness of a trainee for the program; another equally, if nor more important, purpose is to assist in pinpointing areas for increased intervention by the program. In addition, the data collected on this form can allow the training analysts to roughly predict for parents and funding agencies the number of additional months which may be required before the trainee is placement ready.

SECTION IV

PLACEMENT AND FOLLOW-UP

CHAPTER 1	PLACEMENT
CHAPTER 2	FOLLOW-UP

This section describes in detail two areas that are critical for a successful "training for placement" program. First, specific procedures are provided regarding how to find jobs for program graduates. Included are a survey method for new programs to publicize the program and pinpoint prospective employers, and approaches to use when attempting to find a job for a particular trainee. Second, procedures which will help insure client job maintenance are given. These include employer, supervisor and co-worker interactions, worker assessment, job training procedures, and fading schedules.

207-A

CHAPTER 1: PLACEMENT

Since the reason-for-being of a "training for placement" program is to get retarded persons competitively employed, the placement procedures and activities are extremely important. In many vocational programs for mentally retarded persons placement procedures are given little, if any, attention because of the de-emphasis on moving people out. Locating and obtaining appropriate competitive positions is a complex and sophisticated task. In order for a program to effectively perform the necessary placement activities, as much time and effort must be put into developing training procedures. In addition, at least one full-time person and, if finanancially feasible, more staff should be hired to work on placement. These persons will also be involved in the follow-up activities, which will be discussed in the next chapter. This chapter will focus on describing the steps in finding appropriate jobs for program graduates.

Placement Steps

There are two major steps involved in finding and obtaining jobs for retarded persons who have received specific skill training. The first step involves contacting potential program graduate employers in the community, in order to inform them of the program and what is has to offer, and in order to gain some information regarding each of the businesses, including their receptivity to hiring the handicapped. This step is especially important when a program is new, has not built up a reputation, and is not very familiar with the individual businesses and employers in the community.

Step 1: Survey

An excellent manner of accomplishing the first step is a mail survey. Each employer is sent a letter, such as the one shown in Figure IV-1, that

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Child Development and
Mental Retardation Center

Food Service Personnel:

The Child Development and Mental Retardation Center (CDMRC) at the University of Washington has a program to train mentally retarded handicapped, young adults in the food service industry. The intent of this letter is to introduce and describe the Food Service Vocational Training Program, and to interest employers in hiring people who have graduated from the program.

The training is being accomplished in a cafeteria/restaurant setting at CDMRC, serving approximately 350 people daily during a two-hour lunch period. Persons in the program are trained to do dishwashing, bussing, and janitorial maintenance during the brief but concentrated lunch hours. After the trainees can perform the tasks consistently, quickly, and independently, they are "job-ready".

Individualized social/vocational programs are implemented concurrently with the food service training. Personal grooming, basic social interactions, independent transportation, and self-help skills are taught as needed.

Placements in competitive employment have been in the greater Seattle area. In full and part time jobs, these placements are proving to be successful. The Food Service Vocational Training Program offers extensive on-the-job training at the new placement site, as well as two years' follow-up service for all trainees placed in competitive employment.

There are significant advantages for the employer hiring disabled persons. Employers are finding less absenteeism, increased dependability and longevity of employment, and extra pride in completed work with these workers hired for their particular establishment set-up and needs. Hiring through the program offers an opportunity to provide a service to the community and State.

For the employee, self-worth, degrees of independent living, and steady income are obvious rewards.

To aid the program in its endeavors, please complete and return the enclosed card, or call Jane Doe at __________.

Sincerely,

Jane Doe
Job Placement and Follow-up Coordinator

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
FIGURE IV-1

briefly describes the program, emphasizing the advantages to the employer of hiring trained handicapped workers and the intensive and extensive follow-up which is provided by the program.

Insert Figure IV-1 about here

Included with the letter should be a program brochure and a self-addressed postcard with space available for four questions to be answered. The questions are: (1) I have hired mentally retarded individuals in the past. (2) The advantages of hiring the disabled are obvious; I am interested in hiring mentally retarded persons. (3) Immediate positions in our business are available. (4) I would like to hear more about your program; please call this person ____________________ at this phone number __________ between the hours of _____ and _____.

Failure to receive the card or a call within ten days results in a call by the program to the employer. It is a good idea to have a pre-arranged format of approach during these phone calls. This will insure that all staff who are making these calls will say generally the same thing, and a pre-determined approach usually results in a more confident and fluent delivery. See Figure IV -2.

Insert Figure IV-2 about here

The job survey narrative/questionnaire also includes twelve questions that should be asked if the employer indicates an interest in

JOB SURVEY NARRATIVE/QUESTIONNAIRE

My name is ________________. I am a representative of the Food Service Vocational Training Program at the University of Washington.

The University received a grant approximately a year ago to develop a program to train mentally retarded, young adults to work in the food service industry. We are using one of the cafeterias on campus as the training facility. Over the past year we have taken three food service jobs - bussing, dishwashing and maintenance - and have developed very effective and intensive training programs for each. We have found that by breaking these large jobs down into small learning steps and by having trainers work with the trainees on a one-to-one basis, we are able to train very efficient and dependable workers. We have several individuals at present who are ready to complete the training program and enter competitive employment.

We sent you a letter several weeks ago describing this program. Did you get this letter (Question 1)?

The purpose of this letter was to find out, first, if you are at all interested in hiring persons from our program (Question 2); and second, if you have any immediate openings (Question 3).

INTERESTED

Would you mind responding to a few questions to give us a better idea about the needs of your restaurant?

How many dishwashers do you have employed (Question 4)?

How many bus persons (Question 5)?

How many maintenance persons (Question 6)?

How many pots/pans people (Question 7)?

How many of your employees do more than one job? For example, does the line person also wash dishes (Question 8)?

How much experience do most of your employees have when you hire them (Question 9)?

Have you ever employed an M.R. person (Question 10)?

Were you satisfied (Question 11)?

How much time does it usually take to train a new employee to do a job independently (Question 12)?

NOT INTERESTED

Have you hired handicapped persons in the past (Question 10)? (Comment on response. Thank them for their time.)

IMMEDIATE POSITIONS AVAILABLE

Is there a time that we may call or meet with you regarding the information about the training program and the available position?

IMMEDIATE POSITIONS NOT AVAILABLE

Is there a time that we may call you regarding the information about the program?

FIGURE IV-2

the program. One additional question regarding whether or not the employer has ever had experience hiring the handicapped is included for those who indicate that they are not interested in the program. The purpose of this question is to gain some understanding of why an employer is not interested in hiring handicapped persons. Is it because of previously bad experience hiring and supervising a handicapped person, or is it because the employer is convinced, with no past experience to base the belief on, that handicapped persons cannot or should not work competitively? In either of these two cases an attempt should be made to discuss the employer's feelings. In many cases other agencies who do not train their clients and provide little follow-up have placed persons in the employer's business. The employer has, as a result, justifiably developed a negative perception about handicapped workers and agencies for the handicapped. If the employer can be convinced that your program is different, that the clients are well trained, and that the follow-up is intensive, the employer may be willing to try one of the program's graduates.

The type of jobs performed or the set up of the business may also cause the employer to have legitimate reservations about hiring retarded persons. If the concerns are clearly legitimate and the business would be an extremely difficult place to work for program graduates, the employer should be thanked for his or her time. If the concerns are clearly not legitimate, the staff person should point this out and ask to set up an appointment to discuss the problems further. A good approach in this case is to invite the employer to come to the training site in order to observe the trainees' work and to see how well they are able to perform. Also, remember to emphasize to those employers that their businesses will not suffer while the client is learning the new job, since the follow-up staff member will do the work that the client does not do, that the staff member will not leave the trainee until the employer is satisfied that the trainee can handle the job alone, and that if it is clear the the trainee is unable to handle the job, the staff will remove the person from it.

If it appears that an employer simply does not want a retarded person working at his or her business, even if it is fairly clear that the job(s) could be done by them, the placement staff will have to decide what course of action should be taken. If it is a federally supported or funded business, you should remind them of Section 503 and Section 504 of the Rehabilitation Act. If it is not federally funded, it is probably best not to press the issue.

Appointments are made with those employers who indicate that they are interested in acquiring more information about the program, or in hiring program graduates. The purpose of these appointments are to visit the job, talk with the employer and observe possible positions for placement. During the visit a job analysis form, see Figure IV-3, is completed on each agency and filed under the agency name for further reference. If possible, two job analysis forms should be completed, one by talking to the employer and the other by talking with the person currently filling the job. By interviewing both parties, information can be obtained on what the job is supposed to be and what is actually is. In this way the placement person can better determine if the job is appropriate for the program graduate.

Insert Figure IV-3 about here

For purposes of acquiring information it is suggested that ten letters be sent every two weeks until all potential employers have received a letter. By limiting it to ten letters the staff will be able to keep up with the follow-up phone calls and appointments. Names of potential sites are acquired through phone books, newspapers, the union or trade association directories, and by word of mouth.

Step 2: Individual Job Search

The second major step in job finding is finding a job for a particular trainee when (s)he is job ready. The survey, of course, makes this task much easier. The staff person can go to the files, look through the job analysis form information gathered on each employer, and call those which are interested in hiring trainees and which have a position into which the particular trainee would fit. Since the employer is already quite familiar with the program, the placement staff member only needs to explain that a trainee is job ready, and inquire if any positions will be opening in the near future. If the employer says no, the staff member will request him or her to call if anything does become available.

If the employer says that a job will be available, an appointment is set up at the placement site for the employer, trainee and staff person.

JOB ANALYSIS FORM

This form will be completed during a personal interview with a potential employee. Fill out one form for each possible job opening--bus person, janitor, cashier, dishwasher, etc.

Name and Address of Firm: ______________________________

Industry: ______________________________

Activities of Firm: ______________________________

Name and Title of Person Interviewed: ______________________________

Classification Title (DOT): ______________________________

Total Number of People Employed _____ Number of People Employed in Job _____

Stability of job ______________________________

NEW WORK ENVIRONMENT

1. Type of restaurant (fast food, cafeteria, small volume, etc.): ______________________________
2. Importance of speed: ______________________________
3. Number of persons client would be working directly with: __________
4. Amount of supervision available: ______________________________
5. Probable cooperation of other employees: ______________________________
6. Describe general social environment (friendly, relaxed, formal, hostile): ______________________________
7. Importance of physical appearance (Can the person have a physical abnormality or deformity?) ______________________________
8. Physical conditions (noise level, heat level, size, stairs, open ovens, etc.) ______________________________

TASK DESCRIPTION

List major tasks performed and tools used:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

CONDITIONS OF EMPLOYMENT

Work hours: (Day) __________ (Week) __________

Shifts: ______________________________

Pay scale (take home): ______________________________

Bonuses: ______________________________

Overtime: ______________________________

Union membership: (Name) ______________________________

(Dues) ______________________________

Travel required: ______________________________

Type and availability of public transportation: ______________________________

Seasonal aspects of job: ______________________________

Equipment supplied by worker: ______________________________

Training given: ______________________________

Promotional aspects and criteria used: ______________________________

Insurance benefits: ______________________________

Special privileges: ______________________________

Outside activities required/expected: ______________________________

FIGURE IV-3

The staff person should give some information regarding the trainee over the phone. The positive, that is the person's strengths as a worker, should be emphasized. However, the employer should be dealt with honestly. If the person has a vocational or social problem that potentially might arise on the job, the employer should be informed of this. Of course, the job selected for the person should be one that would minimize the extent to which any trainee's weaknesses would be a problem. For instance, if a trainee is not an exceptionally fast worker, then when the placement person is looking through the job analysis file only those businesses that had jobs that do not have extreme speed demands should be called. Another example is if it is found during training that the trainee works better when a lot of other people are not around, then the placement staff should attempt to locate a job where the person works for the most part alone.

Characteristics about the trainee that are especially important to inform the employer of are those which will probably not limit work performance, but rather may surprise or shock the employer on first encounter and influence his or her decision about the person. These characteristics may include limited speech, a hearing deficit, or a physical deformity. Even with practice how to behave and what to say when meeting an employer, many trainees may have difficulty performing in the correct manner under the stress of the actual situation. They may become extremely shy, talking very little, become upset with the possibility of leaving the training environment and begin to cry, or become very excited at the thought of getting a job. The staff person should warn the employer about these things, but also explain clearly that these physical characteristics or behaviors during the intial meeting do not indicate how good a worker the person will be.

The meeting between the employer, trainee and placement staff person should accomplish several things. The first, of course, is for the employer to meet the trainee. Depending on the trainee and his or her ability to talk and function in an interview, or even an informal conversation situation, the placement staff person should structure the meeting differently. The second purpose is for the trainee to see the placement site and observe the job that (s)he will do, in order for the trainee to better make a decision as to whether (s)he would be interested in accepting the position. If the trainee is placed there, the visit will ease the transition from training to job. Another important purpose of this meeting is to allow the placement staff person to again observe the job, in order to make sure that it is appropriate for this particular trainee. The staff person should get or make a list of the tasks which the trainee will do and a description of each. Either the same day or at a later date before the job begins the staff person should observe the job being done by the current employee for the entire day, taking down detailed information on how the tasks are done, when they are done, and speed requirements. The staff person should spend as much time as possible talking with the employer about any major differences between his or her expections and the job actually currently being done. In many cases, the employer may on paper have the person assigned to twelve tasks, while in actuality additional tasks have been added to that job. In fact, because of an increase in business the job may be too much for anyone, and the employer may not realize this. The placement staff should point this out and suggest that perhaps this be corrected in some way.

In some cases the placement staff may realize that there is one task in the job that the trainee will not be able to do. The task may involve reading or math or something that the trainee cannot physically handle. The placement staff should talk with the employer about the possibility of assigning this task to another person or having someone assist them with it. Many employers are extremely willing to make some minor organizational changes so that a trainee can take the job.

These initial discussion periods should provide opportunity to build training program-employer rapport. Since it is the employer who possesses the hiring and firing power, it is important for the staff to (1) be active listeners, (2) carefully respond to any employer's doubts, and (3) to act as an objective guide through the employer's current or potential management problems. The staff must remember that the employer's problems, no matter how far removed they may be from the actual trainee's job position, will become the training program's problems within a very short time period.

As more and more trainees are placed and employers experience the pleasure of hiring trained and dependable workers, and of dealing with a professional placement and follow-up staff, it will become much easier to find jobs for the program graduates. In fact, employers will begin to contact the program to ask if any trainees are currently available or will be in the near future. Even those employers who have not yet hired a trainee from the program but have heard through trade association meetings, newsletters, or word of mouth about the success that other employers have had with the program, soon will also be calling with position openings.

When an employer contacts the program about a job a decision has to be made regarding which trainee, if any, will be placed into the position. If the position is one which a job analysis has not been done on, the placement staff must do one before a trainee is selected. Based on the information gathered at the job site the staff will meet, carefully look at the vocational, social, and self-help skill data of each trainee and pick the one who best matches the requirements of the job. In all cases the trainee chosen may not be the one who has the best overall performance. A job may require a high level of quality, but have very low speed demands. Consequently, if there is a trainee who is relatively slow compared to the other trainees, but does very good quality work, it would be a good idea to choose this person rather than one that has both good quality and speed and could be easily placed in another position. Another situation in which the person who is the best performer may not be selected to fill a position is when the position is extremely simple. For example, in the food service industry there are jobs in large restaurants in which the person does only one thing, such as silverware polishing all day. These jobs often have low speed demands. There are going to be trainees who after months or possibly years of training may be unable to function in a job with high speed demands or which entails many different task changes. These are persons to whom the positions described above should be given or for which the staff will have to actively seek one. More capable clients also would experience boredom if placed into these kinds of jobs.

As stated before, all the variables need to be considered when matching trainee and job, including social and self-help skills. A job may be perfect for a particular trainee but require a very complex bus schedule. If the records show that the person had a great deal of difficulty learning a fairly easy bus route to the training site, the staff may decide that it would be best to find a job with a less difficult route.

Travel time, of course, is a consideration for all placements. It would not be reasonable to expect a person to ride a bus two hours to get to work. Another consideration is location and hours. You would probably not want to place a female or even a male trainee in a job that finished at 1:00 a.m., and required that (s)he wait at a bus stop alone for thirty minutes or more. Many parents will strongly object to their son or daughter being placed in a situation that is vulnerable, such as downtown areas. If the objection seems unreasonable, the parents should be counseled about the need to permit the person the opportunity to experience "reasonable risks". Ultimately, however, the parents' wishes must be respected.

If after consideration of all trainees and all influencing variables the staff finds that there are no trainees who would fit into an offered position, it will be turned down. The placement staff will thank the employer explaining the conclusion of the staff. The employer will have increased respect for the professionalism of the program realizing that a trainee will not be placed unless prepared for the job.

Once a trainee has been preliminarily selected for a position the same procedures outlined above regarding the setting up of the appointment at the placement for the trainee, employer and the placement staff should be followed.

It is obvious that there are a large number of tasks required in order to appropriately obtain and place trainees into jobs. In order to assist the placement staff in efficiently performing these jobs a checklist of the tasks like the one shown in Figure IV-4 is helpful. As each of the tasks listed are completed, the staff person dates and initials it.

Insert Figure IV-4 about here

Insert Figure IV-5 about here

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

Placement Procedure Checklist

Trainee: ______________________ Site: ______________________

Placement Analyst: ______________________

	Date	Initials
1. Contact Placement Site and Discuss:		
a. Position/tasks/supervision/ OJT training		
b. Hours/days		
c. Wage/when, how check received		
d. Benefits/union		
e. Starting date		
f. Uniform, etc.		
2. Contact Metro for Schedules		
3. Contact Training Staff; explain a-f above		
4. Contact Parents/Group Home/Counselor; discuss		
a. Position/tasks/supervision/ OJT training		
b. Hours/days		
c. Wage/when, how check received		
d. Benefits/union		
e. Starting date		
f. Uniform, etc.		
g. Transportation		
h. Advantages for trainee		
i. Advantages for group home/family		
5. Meet with Trainee; discuss		
a. Position/tasks		
b. Hours/days		
c. Wages/paycheck		
d. Benefits/union		
e. Starting date		
f. Uniform, etc.		
g. Bus schedule		
h. Advantages for trainee		
6. Meeting with Trainee and Employee at job site		
a. Introduce trainee and employer		
b. Show trainee job site		
7. Observe Job Prior to Placement; write task analysis		
8. Obtain Trainer Rating Sheet from SCHUB		
9. Check/Arrange for any Required Certificates		
10. Complete Placement Information Cards		
a. White card for file		
b. Blue card for trainee		
c. Blue card for parents/group home		
d. Blue card for employment supervisor		
e. Blue card for trainer		
11. Contact DVR Counselor		
12. Complete Paperwork (W-2s, applications, etc)		
13. Give Employer Information Packet		

FIGURE IV-4

PLACEMENT SURVEY FLOWCHART

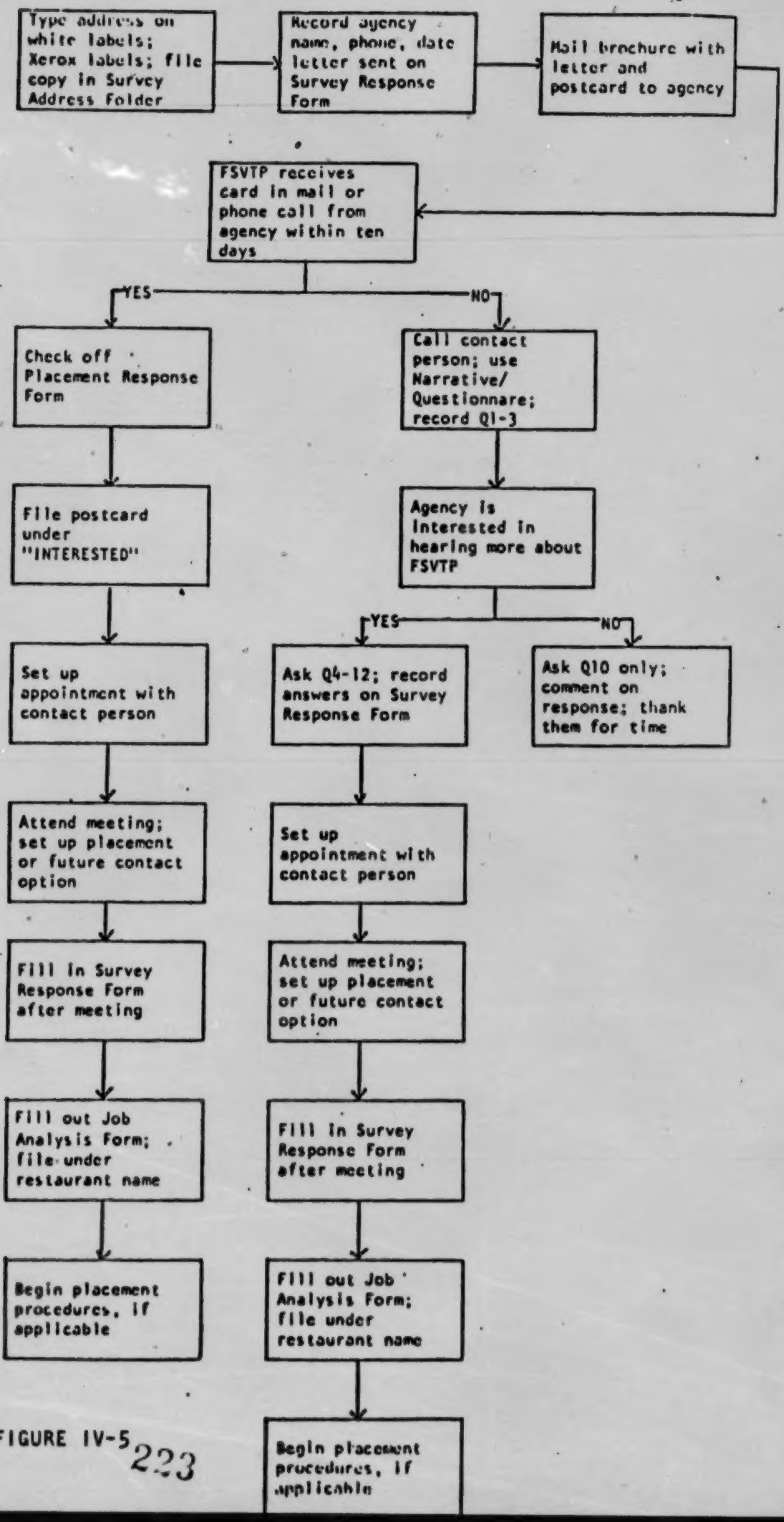

Type address on white labels; Xerox labels; file copy in Survey Address Folder
Record agency name, phone, date letter sent on Survey Response Form
Mail brochure with letter and postcard to agency
FSVTP receives card in mail or phone call from agency within ten days
YES
NO
Check off Placement Response Form
File postcard under "INTERESTED"
Set up appointment with contact person
Attend meeting; set up placement or future contact option
Fill in Survey Response Form after meeting
Fill out Job Analysis Form; file under restaurant name
Begin placement procedures, if applicable
Call contact person; use Narrative/Questionnaire; record Q1-3
Agency is interested in hearing more about FSVTP
YES
NO
Ask Q4-12; record answers on Survey Response Form
Ask Q10 only; comment on response; thank them for time
Set up appointment with contact person
Attend meeting; set up placement or future contact option
Fill in Survey Response Form after meeting
Fill out Job Analysis Form; file under restaurant name
Begin placement procedures, if applicable

FIGURE IV-5

CHAPTER 2: FOLLOW-UP

Training and placing a retarded person in a competitive job is a tremendous accomplishment for any program. The real test of the effectiveness of a program, however, is best measured by whether or not the program graduates remain in their jobs. If the majority of the program graduates remain on their jobs for only a few months, the program's success is questionable. The training and follow-up of retarded persons after job placement is clearly the one area of service that is most neglected by the majority of programs. There are many handicapped placement programs that are extremely good at finding jobs for people, but provide very little intensive on-the-job training or follow-up. This type of program and the services offered are usually appropriate and sufficient for a large proportion of handicapped persons. For retarded persons, who have slow learning rates and who have much difficulty generalizing and maintaining skills and behaviors from one environment to the next, on-the-job training and follow-up is a critical factor in job retention. This chapter will describe some procedures that are useful in helping trainees make the adjustment from the training environment to the "real" work site.

Pre-OJT Activities

Work Information Card

Work information cards like the one shown in Figure IV-5 should be completed prior to or on the trainee's first work day.

Insert Figure IV-6 about here

FOOD SERVICE VOCATIONAL TRAINING PROGRAM PLACEMENT INFORMATION CARD

FSVTP
Supervisor ____________________
Office No.: 543-6387
Home No.: ________

NAME ____________________
Address ____________________
____
Soc. Security No. __________

EMPLOYMENT ____________________
Address ____________________
Hours ____________________
Days ____________________
Supervisor ____________________
Phone No. ____________________

IN CASE OF EMERGENCY, CALL:
Name ____________________
Relationship ____________________
Address ____________________
Phone No. ____________________

TRANSPORTATION INFORMATION:
Bus # ________ Leaves ____________________ at __________ am/pm
Arrives ____________________ at __________ am/pm
Bus # ________ Leaves ____________________ at __________ am/pm
Arrives ____________________ at __________ am/pm

FIGURE IV-6

Five such cards are completed and one each given to the trainee for his or her wallet, the parents or group home counselor, the job supervisor, the placement staff person responsible for on-the-job training, and one is filed in the individual trainee's records. This card provides all of the critical information regarding the trainee that would be required by the employee or a stranger in case of an emergency, such as the person being hurt or lost. There is also information provided regarding the employment site for easy reference by the parents and in case they need to contact the worker or the employer. The card is also useful for the training program's files for easy and fast reference.

Transportation

When a trainee is placed on a job the bus route from home to work and from work to home, of course, will be different from the one that (s)he had learned for going to and from the training site. The placement and follow-up staff will consequently have to provide training on the new route. The training should be done in the same manner as described in Chapter 3, Section II.

Uniforms, Forms, and Tests

Some businesses require the wearing of special clothing. This may be an actual uniform which the business furnishes and cleans, or just a certain type or color of clothes, which the worker purchases. The follow-up staff should find out what the clothing policy is and assist the worker to comply with it.

There are often a large number of forms that the new worker must fill out during the first few days on the job. The staff should assist the new worker in completing these correctly.

For some occupations the workers must take examinations about the job. This is usually the case in occupations that can be potentially hazardous to the public, or the workers themselves. The placement staff should assist the worker in preparing for and taking these tests. If the test is one that requires reading and writing, the staff will have to meet with the testing agency, describe the program, and the difficulty that arises if the trainees are required to pass the written examinations. An attempt will have to be made to substitute an exam that is a picture test (the person compares and chooses the picture that shows the safe procedures), or at least an oral exam (the questions are read to the person who responds orally).

On-the-Job Training

Although the skills the trainee learns to perform in the training program should be as similar as possible to those skills (s)he will perform when placed, there always will be some differences in the way skills are performed, the equipment used and the sequence of tasks. Consequently, on-the-job training is essential in order to assure that the trainee learns his or her new skill requirements, and work routine.

On-the-job training usually requires the follow-up staff to spend at least the first three days with the trainee 100 percent of the time. That is the staff person rides the bus with the person to work or meets him or her at the work site before work, stays the entire day, and leaves at the same time the trainee leaves work. The staff will then slowly and systematically based on the progress data decrease the amount of time spent with the trainee.

Task Analysis and Schedules

As part of the placement activities the staff should have observed the new worker's job, and obtained a good idea of the tasks involved. Even so, it is really impossible to develop a complete task analysis until the client and the staff person attempt to complete the job for a few days. After actually training and working in the position with the client for a few days, the staff will be able to specify the actual times tasks need to begin and be completed, in order to keep up, and tasks that may be added or deleted on a daily basis depending on a variety of things, such as the supervisor present, the volume of business, and the absence of co-workers. Most importantly the staff will be able to determine the most efficient manner to complete each task. Based on these experiences the staff will come up with a detailed task analysis, including all the required tasks, those which are done only as needed, and start and finish times of each and the sequence in which each should be done.

Once the staff feels that the schedule and task analysis has been fully developed, the employer, supervisor, and critical co-workers should be given a copy of it and asked for feedback. After the feedback has been given and resulting changes made, the staff should ask the employer the question "If this person completes these jobs correctly within these allotted times, will (s)he be doing all that (s)he was hired to do?" Negative statements are discussed and any further changes renegotiated until the employer agrees with the schedule. If this process takes longer than a week, it may be an indicator that there is a great deal of disagreement among the employer, supervisor, and co-workers related to the responsibilities of the position, or that there is a tremendous amount of inherent change in the job. In either of these cases, especially the first, the staff may wisely decide to remove the trainee from the job.

If the job is one that entails some "down time" periods, the staff should attempt to find some tasks that the client can appropriately do to "look busy". As stated before in Chapter 3, Section II, this is important because employers often judge their workers by simply observing them for a few minutes each day. If the worker does not look busy, the employer may form a poor impression, even if the person has completed all of his or her work. For some trainees who have a tendency to "get in trouble" when not occupied, it is best to schedule every minute of the day.

Assessment Tools

Data collection is as necessary and as important during on-the-job training as during in-house training. The staff needs to know how the trainee is progressing in order to ascertain the chances of job retention, and when to fade training and assistance. Objective data also provides a means of verifying to an employer that the worker is improving and eventually that the job is being done up to the standards agreed upon originally.

The same general data collected in-house should also be collected during on-the-job training, including if the task is done correctly, if it was done on time, and if it was done independently. Figure IV-6 shows a data sheet devised to collect and correctness, speed and independence of worker task completion during on-the-job training.

Insert Figure IV-7 about here

At the top of the sheet are spaces available for the placement site name, the address of the site, the trainee working there, the supervisor's name, and his or her phone number. Also at the top is the code to be used to record. The code is necessarily more complicated than required in-house. In on-the-job training the trainer will often do much of the work during the first few days, in order to insure that the restaurant does not suffer while the trainee is learning the job. Also, as the trainer fades out of the site (s)he will leave and return at intervals during the day to check if tasks are done correctly and on time. This code attempts to take into account all of these possibilities.

The first column is for recording the time each task is scheduled to start, the second for when it ends. The third column is for the listing of each major task assigned to the worker. The next five columns are all the same and are for the collection of one day's data each. Above each column the data and the initials of the staff who took the data that day will be recorded. Each of these columns are dividied into four columns - between task (BT), within task (WT) - both speed (S) and quality (Q) - and time. If the trainer instructs or prompts the trainee to move from one task to another, a "P" is recorded under "BT". If instructions are given on how to do a task or to go faster a "P" is recorded under "Q" or "S", respectively. An "H" is recorded under the "BT" and the "WT" "S" and "Q" if the trainer actually did some of the work for the trainee. A "-"

PLACEMENT SITE TASK SHEET
FOOD SERVICE VOCATIONAL TRAINING PROGRAM

Placement Site: ____________________
Address: ____________________
Trainee: ____________________
Job Supervisor: ____________________
Phone number: ____________________

Code

In Black
(P Prompted as part of training.
(H-Helped by trainer;not part of training.
(- Incorrect with trainer present.
(+ Correct with trainer present.

In Red
(H Helped by coworkers w/o trainer present.
(- Incorrect w/o trainer present.
(+ Correct w/o trainer present.

Time Task to Begin	Time Task to End	Task Analysis	DATE AND INITIALS																			
			BT	WT		Time	BT	WT		Time	BT	WT,		Time	BT	WT		Time	BT	WT		Time
				S	Q			S	Q			S	Q			S	Q			S	Q	

FIGURE IV-231

recorded in black under "BT" indicates that the trainee did not change tasks correctly with the trainer present; a "-" recorded under "S" indicates that the task was not done on time and "Q" indicates it was not done correctly. An "H" in red is recorded for each of the categories if the trainee was assisted by a co-worker when the trainer was not present. A red "-" is recorded for each category done incorrectly when the trainer is not present, and a red "+" for each task done correctly with the trainer present. Under the "Time" column the actual time the task was started and completed is recorded.

During on-the-job training it should not be necessary to take grooming, instruction following, or time on task data since these skills should have been thoroughly mastered during in-house training. However, if a particular trainee has had particular problems with learning or maintaining any of these, the staff may decide to take data from the beginning of OJT and begin intervention if necessary. Time management data is incorporated into the task analysis data sheet.

Training Procedures During OJT

The training procedures used during OJT will be the same as those used in house, as described in Chapter 3. During the first few days, social instruction should be emphasized. Verbal instruction, modelling, and verbal feedback for correct and incorrect responses. As days go on and based on the data additional procedures will be incorporated, including time cards for time management, grooming cards, picture cues for task changing, kitchen timers for speed, self-monitoring sheets, and report cards for any of these skills.

Some staff may feel inhibited about actually training in a non-training setting. It is important for these persons to become comfortable doing this since newly placed trainees require training that is as active and consistent as when they were in the in-house program. The staff will find that the co-workers in the work site will at first be surprised and curious regarding the training taking place. It is a good idea during breaks and down times to spend time talking to and answering the questions of these people. They will soon become comfortable with the training. Another advantage of training actively and explaining the "how" and "why" of it is that the co-workers and supervisors will have some idea how to deal with the trainee when the trainers are no longer present. There are two things which the staff should consciously attempt to teach the co-workers and supervisors. The first is to praise the worker when (s)he is working up to standard and behaving appropriately. Praise is something that is not given at high rates in most working situations, and the other workers will have to be told the importance of it in keeping the trainee's level of performance high. The second thing that should be emphasized is the importance of taking a "no nonsense" approach with the trainee when (s)he is not working up to standards or is not behaving appropriately. Many lay persons feel that retarded people cannot handle negative feedback. The importance of clear and consistent feedback for inappropriate behavior must be demonstrated and explained carefully.

In addition to simply intervening with the new worker on a day-to-day basis in the correct manner, the others may be useful in assisting with special individual programs.

Work Performance Evaluations

The most important index of how well a worker is doing is the employer's, supervisor's, and co-worker's perception of the worker as an employee or co-worker. It is important then to get some objective data regarding these persons' subjective impression of the trainee. Figure IV-8 shows an example of a form that can be used to obtain this information.

Insert Figure IV-8 about here

A work performance evaluation is completed for each trainee by the employer, by the supervisor, and by at least one co-worker. The evaluation is comprised of three parts: the behavioral rating scale, the grade summary, and the log.

Behaviors considered essential for successful placement and employment are specified for each of four categories: job performance, behavior in interpersonal situations, work characteristics, and personal appearance. The behavioral rating scale is based on a five-point scale ranging from 5 - Excellent (exceeds expectations for employability) - to 1 - Unsatisfactory (does not meet expectations for employability). Included on the evaluation are areas to list major strengths not shown on the rating portion, major improvements needed, and action to be taken regarding needed improvements.

Rating scores are converted to a grading system similar to that used in academic settings. Such a system eases communication of the ratings to the trainee, parent, or counselor. The grade summary portion is completed by the staff and the information relayed to the parents or counselor.

WORK PERFORMANCE EVALUATION FORM

Employee ______________________
Evaluator ______________________
(i.e., supervisor, co-worker, trainer)
Job Site ______________________
Date ______________________

Performance Criteria Rating Scale
Four areas of performance are included:
(1) Job performance
(2) Behavior in interpersonal situations
(3) Worker characteristics
(4) Personal appearance

Behaviors considered essential for successful placement and employment are specified for categories within each area. The performance scale is based on the following five point scale:
(5) Excellent - exceeds expectations for employability
(4) Good - meets expectations for employability
(3) Fair - meets most expectations for employability
(2) Poor - less than adequately meets expectations for employability
(1) Unsatisfactory - does not meet expectations for employability

1.0 JOB PERFORMANCE					
1.1 Quantity					
1.11 Completes all assigned tasks	1	2	3	4	5
1.12 Completes tasks within alotted time	1	2	3	4	5
1.2 Quality					
1.21 Completes tasks to acceptable standards	1	2	3	4	5
2.0 BEHAVIOR IN INTERPERSONAL SITUATIONS					
2.1 Interactions with co-workers (initiates well socially, cooperates and works well with co-workers while performing job)	1	2	3	4	5
2.2 Interactions with supervisor					
2.21 Reacts positively to criticism	1	2	3	4	5
2.22 Interacts well socially	1	2	3	4	5
2.3 Interactions with customers (is pleasant in interaction with customers, positively responds to questions and demands)	1	2	3	4	5
3.0 WORK CHARACTERISTICS					
3.1 Dependability (attendance, punctuality)	1	2	3	4	5
3.2 Frustration tolerance (continues to work with distractions and under pressure)	1	2	3	4	5
3.3 Attitude (cooperation, enthusiasm, motivation	1	2	3	4	5
3.4 Independence (works without direct supervision	1	2	3	4	5
3.5 Compliance (follows instructions)	1	2	3	4	5
4.0 PERSONAL APPEARANCE					
4.1 Grooming (hair, clothes, etc.)	1	2	3	4	5
4.2 Behavior (does not exhibit socially unacceptable habits or behavior - drooling, nosepicking, rocking, etc.)	1	2	3	4	5

MAJOR STRENGTHS NOT SHOWN ON EVALUATION:

MAJOR IMPROVEMENTS NEEDED:

ACTION TO BE TAKEN IN REGARD TO NEEDED IMPROVEMENTS:

OTHER COMMENTS:

FIGURE IV-8

(continued on next page)

WORK PERFORMANCE EVALUATION FORM

	Total Pts.	Grade
Job Performance	14-15	A
	11-13	B
	8-10	C
	5- 7	D
	Below 5	F
Behavior in Interpersonal Situations	18-20	A
	14-17	B
	10-13	C
	6- 9	D
	Below 6	F
Work Characteristics	23-25	A
	18-22	B
	13-17	C
	8-12	D
	Below 8	F
Personal Appearance	9-10	A
	7-8	B
	5-6	C
	3-4	D
	Below 3	F
Overall	64-70	A
	50-63	B
	36-49	C
	22-35	D
	Below 22	F

Grade Summary

Job Performance ______________________

Behavior In Interpersonal Situations ______________

Work Characteristics ______________

Personal Appearance ______________

OVERALL ______________________

LOG

DATE ______________________ PROGRAM ______________________

OBJECTIVE DATA ______________________________________

SUBJECTIVE DATA ______________________________________

____

COMMENTS ____

____

____

____

____

PLANS FOR NEXT SESSIONS ________________________________

____

FIGURE IV-8

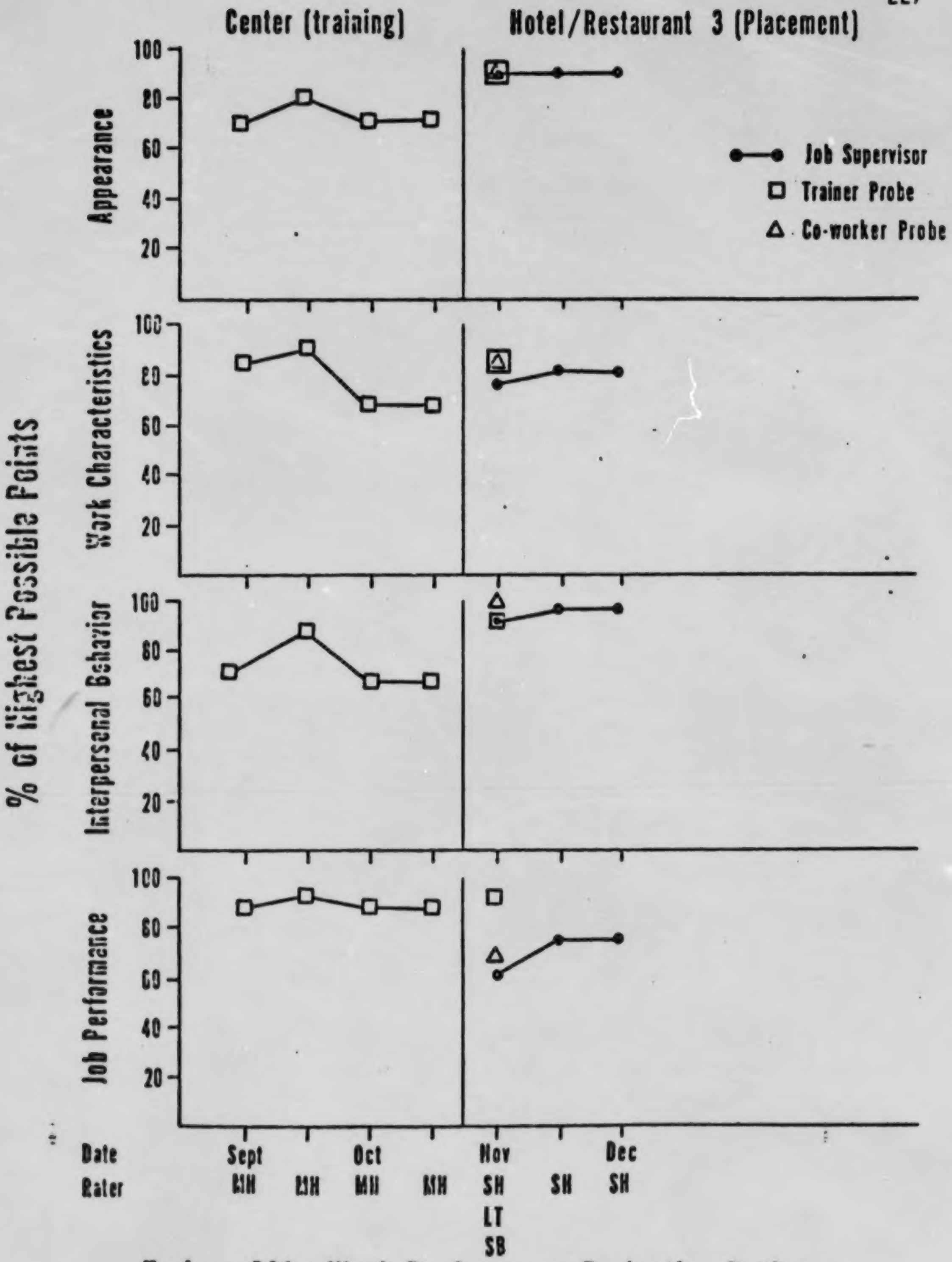
The log is completed by the placement and follow-up staff before the evaluation form is filed in the trainee's records. The log briefly summarizes the objective data that was collected during that time period, the subjective data, comments, and plans for the next intervention sessions.

Ratings are graphed for each placed worker as a percent of possible rating points acquired for each category (see Figure IV-9). Such graphs serve as communication tools for the staff as well as for the trainee, employer and parent or counselor.

Insert Figure IV-9 about here

During the first two months on-the-job evaluations should be filled out every two weeks. It is best to hand deliver the evaluation to the person intended to fill it out. If time does not allow for immediate completion of the evaluation, the date on which the program staff member will pick it up is written on the evaluation, and the form is left.

After the completed evaluations are received from the job supervisor or co-worker, the training analyst reviews the written evaluation with the evaluator, and attempts to elicit further detailed information about possible problem areas. Following this, the trainee is given feedback regarding the work performance ratings and written comments. The trainee is told what strong points (s)he has demonstrated on the job, and in what areas (s)he needs to improve. Possible individual programs are discussed with the trainee and/or parents at this time.



Trainee 021 : Work Performance Evaluation Ratings

FIGURE IV-9

Staff Fade Out

The manner in which the staff fades itself out, that is decreases the amount of time spent with the worker, is dependent on how well the trainee is performing on the job as reflected by the task analysis and other skills data collected and the work performance evaluations. Based on past experience the authors have found that the time spent with the average worker gradually decreases to fifty percent of the trainee's work hours by the end of the second week, 25 percent by the end of the fourth week, and to five percent by the end of the sixth week. If such decreases do not occur, then the staff will have to attempt to intervene with an individual program that will increase the rate of acquisition or reduce any problem behaviors. If decreases continue not to occur in the data and subsequent required presence of the training staff, then a decision will have to be made regarding whether or not the person should be retained in the job, returned to the program for additional in-house training, or placed in another position. The staff will not want to continue to invest time in a job that will not work out for a trainee.

Job Loss During OJT

The decision among the three options, to try to keep a person on the job, return the person for retraining, or place in a new job, is always a difficult one, and the staff will have to consider each case individually, and the variables effecting each. If it is clear that the worker is putting out a great deal of effort but is still falling short of the job's standards after several weeks of OJT, the person should be removed from the position. If the staff believes that the person would benefit from further training, (s)he should be brought back into the program. However, if the staff feels that even with additional training little or no changes would occur, then a position that better matches the person's skill level should be found. If a person is not performing up to standards after several weeks of OJT because of a clear lack of motivation or behavior problems, the decision is even more difficult. The person clearly has the ability to do the job but is simply not doing so. In this case, a good approach to take is to arrange with the employer to fire the individual, making sure to point out to him or her the reasons for the firing. This hopefully will clearly demonstrate the result of inappropriate behavior. The difficult question is whether to return the person to the training program or to place him or her into another position. For some trainees it may in fact be reinforcing to return to the training program, where old friends are, and more attention is given. For some trainees the staff may feel that nothing regarding the motivation or behavior problem can be done for him or her in the in-house training program - in fact the in-house staff may have brought these behaviors under control, but they did not generalize to the job site. For these persons it is probably best to let them sit at home for a few weeks, unemployed, and then find another job for him or her. The parents or counselor should be instructed to make sure that the time at home is not reinforcing - no television, special trips or treatment. Hopefully, the person will be ready to leave home, return to work, and work hard at the new job. For other trainees the staff in fact may believe that additional training in-house would improve the motivation and decrease the behavior problems of the person when (s)he is placed again.

In almost all cases of job termination it is best to have the employer inform the worker of the termination and the reason for it. This is especially important in the case of those persons who clearly lose their jobs because of poor motivation or inappropriate behavior. It probably is a good idea, however, for a staff member to talk with the employer first and discuss what will be said to the person. In some cases, the employer may be too harsh and in other cases out of pity not explain clearly to the person his or her failures, or even get the point across that the job is terminated.

Immediately after the employer has talked with the person a staff member should talk with the person, and again go over the reason for the job loss. If the person loses the job because it was too difficult for him or her and the person put a great deal of effort into attempting to do it, the staff should clearly explain that because of these facts the person should not feel defeated or failed, to look at it as a learning experience, and that a job better matched to his or her abilities will be attempted to be found, or that (s)he will be brought back into the in-house program for some more training.

If the person loses the job for lack of motivation or behavior problems, a meeting with the person, the parents and other critical persons, and the staff should be arranged. The reasons for the job termination should be thoroughly discussed. The person should be asked if they desire to be placed into another competitive position or return to a workshop. If the person does want to work competitively, the decision will be made to directly place him or her again or to return him or her for retraining. All concerned should be carefully told that, if a second job is lost for the same reasons, it will be unlikely that the program will be willing to place the person again.

A job termination report should be written and signed by the staff person most closely involved with the particular worker, and placed in the worker's file.

Follow-up

By the fifth or sixth week the placement and follow-up staff will have reduced the amount of time with the worker to five percent or less, and will be doing little if any actual training. The job of the staff at this time is to check on the work infrequently but consistently to make sure that job performance remains at a high level, and that no behavior problems arise. These checks also provide an opportunity to provide reinforcement to the worker. The staff will also continue to act as an advocate for the worker, to make sure that (s)he is not abused by the employer or co-workers in any way, including increased hours without pay, lack of required or reasonable pay increases, and general working conditions.

Work performance evaluations are an important source of information and communication during follow-up. During months 3 through 6 evaluations should be done monthly by employers, supervisors, and co-workers, during months 6 through 12 every two months, months 12 through 24 every three months, and after 24 months every six months.

If at any time these evaluations reveal decreases in performance or behavior problems, the staff should observe the worker and intervene in such a way as to bring the performance up or reduce the problem. Usually after the worker has been on the job for many months the problem is fairly minor, and does not require major re-intervention. Often it only requires the staff person talking with the worker and possibly the parents about the problem. Often problems are related to a change in supervisor or co-worker, and can be taken care of by talking to these persons. Other common problems requiring attention are task changes, bus route changes, and physical problems that require absence from work. In these cases the employee simply needs assistance in learning the new tasks, bus route, or in returning to work after a long absence.

Even if the problems encountered require major re-intervention by the staff, this should be done. The question is how many times should the program be willing to re-intervene in this matter, either because the worker is having problems or the employer changes tasks frequently. Again this is an individual case decision, but the program cannot afford to continue to re-intervene in a major manner with the same trainee. If for either problems with the trainee or constant changes by the employer it becomes clear that major re-intervention is required every few months, it would be wise to take the trainee out of the job.

The procedures for job loss during the follow-up period will be the same as those used during on-the-job training.

Daily Placement and Follow-Up Logs

Figure IV-10 shows an example of a form that will assist the placement and follow-up staff in keeping track of its activities, the amount of time being devoted to individual trainees in OJT and follow-up, and the cost of these activities.

Insert Figure IV-1C about here

At least one of these forms should be filled out each day by a staff person every day (s)he works. At the top the person records his or her name and the date. The first section is for office activities and the amount of time spent in meetings or paperwork will be recorded here. The next section labelled "Expenditures" is for recording any money spent on parking, bridge tolls, supplies, or miscellaneous costs required. The third section labelled "Placement" is for recording information related to job finding, including the businesses called, amount of time on the phone, amount of time visiting the job site, time spent scheduling placement activities, and time spent on travel to potential placement sites. The number of miles driven that day are also recorded. The fourth and fifth sections labelled "OJT" and "Follow-up" are for recording information related to on-the-job training and follow-up activities. The name of the site where the person provided service that day and the name of the trainee trained or checked on is recorded. In addition, the amount of time spent in OJT activities, follow-up activities, miscellaneous activities in travel are recorded. The number of miles driven is also recorded.

Another form which can be used to summarize and organize the information from the daily logs is the follow-up log summary form shown in Figure Each month all of the daily logs completed on a particular trainee are gathered together and the information transferred to the summary form.

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
DAILY PLACEMENT/FOLLOW-UP LOG

Staff ______________________________ Date ____________________

OFFICE

Activity	Amount of Time
Staff contacts (meetings, phone calls)	________
Placement related writing and reading	________

EXPENDITURES

Parking $______ Bridge $______ Supplies $______ Other $______

PRE-PLACEMENT

Site ______________________________

Activity	Amount of Time	# Miles	
Phone calls	________		
Site visit	________		
Miscellaneous (scheduling, etc.)	________		
Travel time	________	________	S 0

PLACEMENT

Site ______________________________

Trainee ______________________________

Activity	Amount of Time	# Miles	
OJT/observation/data collection	________		
Evaluations/employer and parent meetings	________		
Miscellaneous	________		
Travel time	________	________	S 0

PLACEMENT

Site ______________________________

Trainee ______________________________

Activity	Amount of Time	# Miles	
OJT/observation/data collection	________		
Evaluations/employer and parent meetings	________		
Miscellaneous	________		
Travel time	________	________	S 0

FIGURE IV-10

Insert Figure IV-11 about here

In the first column the exact date the summary form is filled out is noted. Under "Days Placed" the total days up to the present date that the trainee has been placed is recorded. Next, the hours the trainee worked that month is written. In the fourth column under "Amount Follow-up Time" the number of follow-up hours provided to the trainee that week is written. Next, it should be noted whether the follow-up intervention was initiated because of a request by the supervisor to re-intervene. The amount of travel time and the number of miles travelled are totalled and recorded. The recorder should also note if the travel was done in a personal or company car, if this is critical information for the program to have. The staff persons who provided the follow-up should be listed and the position of each - coordinator, trainer, or assistant trainer.

FOLLOW -UP LOG SUMMARY

Food Service Vocational Training Program

Trainee ______________

Site ______________

Date ______________

Date	Days Placed	Workhrs. per week	amount follow-up time	Activity/ Interven Request?	Travel Time	Number Miles	Own car or State	Staff initials	Position C/T/AS

FIGURE IV-11

SECTION V

PARENTS/ADVOCATES

This section will provide some useful information regarding a "training for placement" program's interactions with the trainee's parents/advocates. Initial contacts with parent/advocates, continued communication, home environment assessment, specific home intervention procedures, ways to insure parent/advocate cooperation and methods for good parent/advocate-trainer interactions will be discussed.

SECTION V: PARENTS/ADVOCATES

The home environment is the primary social system within which behavior patterns for communication, play and work are learned and maintained. In most cases, the parent or advocate spends the greatest amount of time with the trainee, has had the longest history of interaction, and has the most influence over his or her behavior. Consequently, parents or advocates are extremely important and necessary agents for support of behaviors learned in the vocational training program. They are even more crucial for insuring the maintenance of behaviors after the trainee has been placed, and follow-up by the training program has been faded. Vocational training must be a combined effort between the home and the training facility in order to attain the common goal of "training for placement". The word "advocate" will be used to refer to foster parents, group home parents, or anyone else other than the trainee's parents who lives with the trainee. In many cases a trainee will have many persons who are involved in their personal life and who are important in their vocational success, including their parents, whom they visit periodically, and group home parents, who interact with them on a day-to-day basis. All of these persons should be involved in the vocational plans and decisions regarding the trainee.

Initial Contacts

The first contact between the parents or advocates and program staff will come before the trainee enters the program during the referral process. With respect to the parent/advocate-program relationship, these initial encounters are exceedingly important. The first meeting is for the purpose of describing the program to the parents/advocates (p/a), and for obtaining some basic information about the trainee.

During this meeting the staff person should carefully and clearly explain that the goal of the program is to move the trainees through the program and into competitive employment as quickly as possible, and that no-one is allowed to remain in the program indefinitely. The p/a should be asked how they feel about the referee working in a competitive job. If the p/a states that they are either opposed to it or have reservations about it, the staff person should delineate and explain the pros and cons of a retarded persons working in a non-sheltered situation, discuss the p/a's feelings, and answer any questions posed. If the staff person believes that the p/a's reservations are strong, and may be a hindrance to the trainee in the program, the p/a should be told this and asked to refer the person at a later date if they feel more positive at that time. If the p/a's response is positive to the question about competitive employment, the staff person should still attempt to delineate the pros and cons and paint a realistic picture for the p/a.

The staff member will also give a detailed description of training techniques utilized, including the possibility of negative procedures, such as timeouts, money loss, and verbal reprimands. Rationales for the use of these, of course, are given. Included in these explanations will be a description of the data collected and graphing procedures, along with rationales for their use.

The third area of discussion will be the training program policy regarding tardiness, vacations, illness, and unexcused absenteeism. This is extremely important since p/a are used to dealing with schools and/or workshops where there are either no policies regarding these issues, or they are very loosely enforced. The p/a must be clearly informed that the trainee's presence in training, as in work, cannot be arranged at the convenience of the p/a. The trainee must be at work on time each day unless legitimately ill, must stay at work all day, and vacations will be limited and agreed upon by the program well in advance.

At the end of this meeting the p/a should be given a handbook similar to the one shown in Appendix A. The purpose of the handbook is to have in writing for the p/a in a clear and concise form the information discussed during the meeting. The p/a is requested to take the handbook home, read it carefully, and discuss it.

A second meeting is held with the p/a a few days before the trainee begins training, in order to review the information in the handbook. After this review and an opportunity to ask questions, the p/a will be asked to sign an agreement which states that they have read and had explained to them the contents of the handbook, and that they understand it and are in agreement with the goals and policies.

The purpose of these initial contacts is to make sure that the p/a are fully aware of what will happen to the trainee in the program, and what will be expected of them. This will insure that disputes and misunderstandings will not arise during training, placement, or follow-up.

During this second meeting the p/a will be requested to fill out a home behavior inventory similar to the one shown in Figure V-1 if the trainee is still living with the parents.

Insert Figure V-1 about here

If the trainee lives away from home a form like the one shown in Figure V-2 will be completed by the representatives of the foster home or group home.

Insert Figure V-2 about here

The purpose of these forms is to gain some general information about the trainee's home life, the interactions which occur there, problems which the p/a might want to work out, and to identify some possible reinforcers for the trainee. The p/a will be requested to mail this to the trainee's trainer after completion.

Parent/Advocate Meetings

In order to insure continued communication with the p/a and their involvement with the program, they will be requested to attend a bi-monthly meeting. At these meetings the trainee's trainer will discuss progress made, and any problems, using the graphed data from standard and individual programs. The trainer will discuss the future intervention plans which will be attempted to improve progress and alleviate problems.

Especially important for discussion during these meetings is the manner in which the p/a can assist the training program in readying the trainee for employment. This assistance may be informal, such as talking to the trainee about their work, and providing reinforcing statements related to

HOME BEHAVIOR INVENTORY FOR PARENTS

Trainee Name: ______________________________

Person Completing Form: ______________________________

Relationship to Trainee: ______________________________

Address: ______________________________

____

Phone: ______________________________

Date: ______________________________

Family Composition: (List yourself, spouse and all other members)

Name	Sex	Date of Birth	Education	Occupation	Living at home

1. Does your child live away from home? Where? How long? ______________________________

____

2. Has your child ever lived away from home? Where? When? ______________________________

____

3. Are you satisfied with the living situation of your child? Why? What would you liked changed? ______________________________

____

4. If your child lives away from home, how often does (s)he visit you? Is this satisfactory to you? ______________________________

____

FIGURE V-1

5. What are the things which you really like about your child - the positive behaviors or attributes? ______________________________

____

6. What are the behaviors that your child displays that you would like to see change? ____

____

7. What are the skills that your child does not have now that you would like to see him or her learn? __________________________________

____

8. Do you believe that your child should work competitively? Why?

____

9. Do you feel that your child may one day live independently? Why?

____

10. What are three activities that your child really enjoys doing, e.g., eating, staying up at night, TV, movies? ______________________

____

11. What are three things your child really likes, e.g., money, sweets, clothes, magazines, model airplanes, records, etc? ______________

____

12. What are a few things your child really dislikes having to do, e.g., going to bed, emptying the garbage, staying in room, etc? _________

____

13. Does your child have chores to do in the house for which (s)he is paid? ____

14. Does your child contribute any money to the household maintenance?

____

FIGURE V-1 (continued)

The following is a list of behaviors. Please indicate how often your child exhibits each - often, sometimes, never. Also indicate what and how you react to each - ignor, tell the child to stop, yell, send to room, etc.

Behavior(s)	How often?	How do you respond?
Circle which one out of each group. 1. Helps out around house		
2. Talks loud, soft, to self, nonsense, complains, repeats, refuses to talk		
3. Hits, pinches, teases, pushes, bosses, fights.		
4. Complies with requests, follows instructions, seeks to please		
5. Cries, sulks, sits alone, runs away, no eye contact		
6. Helps others with chores, volunteers for extra work		
7. Wets bed, drools, picks nose, tongue protrudes, burps, eats inappropriately, self-stimulates		
8. Behaves appropriately in front of guests, engages in conversation in a positive manner		

FIGURE V-1 (continued)

9. Lies, steals, hides objects		
10. Says positive things, tells the truth		
11. Doesn't dress self, postpones bed time		

FIGURE V-1 (continued)

HOME BEHAVIOR INVENTORY FOR GROUP
HOMES AND CONJUGATE CARE FACILITIES

Trainee's Name: ______________________________

Person Completing Form: ______________________________

Relationship to Trainee: ______________________________

Address: ______________________________

Phone: ______________ Date: ______________

1. How long has the trainee been living at your facility? __________

____

2. How often does (s)he visit his or her parents? Are the parents in some form of communication with you? ______________

____

3. Do you feel the parents are supportive of the efforts of your facility? In what way? ______________________

____

4. What are the positive behaviors that the trainee exhibits? ______

____

5. What are the behaviors that the trainee displays that you would like to see change? ______________________

____

6. What are the skills that the trainee does not have that you would like to see him or her learn? ______________

____

7. Do you believe that the trainee should work competitively? Why?

____

FIGURE V-2

8. Do you believe that the trainee may one day live independently?

Why? ____

____

9. What are three activities that the trainee really enjoys doing, e.g., eating, staying up at night, TV, movies? ______________________

____

10. What are three things the trainee really likes, e.g., money, sweets, clothes, magazines, model airplanes, records? ____________________

____

11. What are a few things the trainee really dislikes having to do, e.g., going to bed, emptying the garbage, staying in room? ______________

____

The following is a list of behaviors. Please indicate how often the trainee exhibits each - often, sometimes, never. Also indicate how you respond to it. Do you ignore it? Tell him or her to stop it? Yell? Send to room? ____

____

FIGURE V-2 (continued)

work. It may, however, involve the p/a collecting data and running a formal intervention program at home. How to effectively teach the p/a to conduct a home intervention program will be discussed later in this chapter.

These meetings also provide an opportunity to discuss further any reservations that the p/a may still have about the trainee being employed, and to gain feedback from them regarding the service with has been provided thus far.

Of course, if particularly urgent problems arise, or the p/a request it, meetings will occur more often than bi-monthly. This will be definitely true if there are home intervention programs being conducted.

Home Intervention Programs

When the trainee is having a problem in the program, which the trainer believes could be alleviated with the help of the p/a, or that is a behavior at home that the p/a would like assistance with, a home intervention program will be written and implemented. After the initial discussion of the problem and the possible intervention procedure at a p/a meeting the trainer will write the program and have it typed for the p/a.

In writing individual program plans to be carried out by parent/advocates in the home, the training analyst should attempt to use the simplest and easiest procedures possible. In order to insure that recording will occur, it is best to have standard data sheets available for each day, which require only a few checks or marks by the p/a. These data sheets should be sent with the trainee to work each day for inspection and graphing by the training analyst. In most cases, it is a good idea to have the parent/advocate also graphing the data. The training analyst should prepare the graph, and instruct the parent/advocate in how to maintain it. Again, the graph should be as simple as possible. Hopefully, the calculation of the data will require only the addition of responses, rather than percentages.

Baseline data should be collected at home as in the the training program for at least three days. The parent/advocates should be given clear rationale and explanation for the collection of data without intervention. The rationale should emphasize the need to obtain an idea of the trainee's present functioning, and that baseline data provides a reference for determining the effectiveness of the intervention procedures.

All home intervention procedures should include praise for appropriate behavior. This is a very simple procedure, but one that, if performed correctly by p/a, can be extremely effective. Many p/a fail to give contingent praise. If the parents are able to see, i.e., through use of the data collection, a change of a particular behavior, they might begin to utilize praise with other behaviors. All home intervention procedures should also include social feedback for inappropriate behavior. This feedback can either be ignoring or reprimands. The choice of whether the p/a should turn away from the trainee and remove all attention, or should reprimand after an inappropriate behavior will depend on the individual trainee. If reprimands are chosen, make sure the parent/advocate uses a loud, stern voice, specifies the inappropriate behavior clearly to the trainee and gives a rationale.

An extremely effective procedure is a contingency contract between the parent/advocate, the trainee and the program. In developing a contingency contract the parent and trainee should each make a list of their reinforcers and carefully specify behaviors that are desired.

Steps in writing a contract:

(1) Contracts should involve all parties - parent, trainee, training center;

(2) Contracts should be specific in describing behaviors desired by the involved parties;

(3) Contracts should specify the reinforcer for the described behaviors;

(4) Contracts should follow each behavioral requirement with a reinforcer;

(5) Contracts should contain a negotiation clause;

(6) Contracts should be signed by the trainee, parent and training center representative.

Sample Contingency Contract

Contingency Contract Between
Albert A, Mr. and Mrs. A, and the
Food Service Vocational Training Program

The FSVTP will place Albert in a twenty-hour a week dishwashing job at Hotel California. The job requires operating of the dish machine, loading dirty dishes, unloading clean dishes, occasional supply of clean dishes to the serving line, and sweeping and mopping the dishroom. The job will pay an hourly rate of $3.10. The FSVTP will provide on-the-job training and follow-up activities to Albert for a minimum of two years. These activities include written or pictured job descriptions, training in specified job skills, gradual fading of supervision, and feedback to the trainee and his family for one year. Written evaluations will also be made by FSVTP and job supervisors.

With the goal of job maintenance in mind, the FSVTP requests the following criteria be met by Albert and Mr. and Mrs. A:

(1) (a) Albert will attend work on Monday through Friday from noon to four. He will receive holidays scheduled by Hotel California Personnel Department;

(b) Albert must call both his superviosr at the Hotel California and the FSVTP in the event of absenteeism during his first year of employment;

(c) Illness which causes three consecutive days of absenteeism must be followed with a doctor's excuse when returning to work;

(2) After Albert's first paycheck he will pay a predetermined amount of money to Mr. and Mrs. A for board and room. Albert will be financially responsible for his own entertainment and recreation expenses, as well as basic clothing needs. Mr. and Mrs. A will not give Albert extra money or buy presents for him unless it is Christmas or his birthday.

(3) Mr. and Mrs. A will praise Albert for going to work each day on time. They also will verbalize politely about Albert's job and the importance of keeping that job.

I understand the above agreement and promise to support it.

Albert A	Date	Mrs A	Date
FSVTP Placement and Follow-up	Date	Mr. A	Date

The p/a should be given an opportunity to practice home intervention procedures and to gain feedback from the trainer. The best situation would be for the trainer to go to the home, demonstrate the procedures for the p/a and observe and provide feedback to the p/a during practice. If this is not possible, the p/a should come to the training program and practice the procedures with the trainer either role-playing the trainee or at least describing possible trainee behavior, and have the p/a state how it should be recorded and consequated.

Usually these procedures will be sufficient to insure that the parent/advocate will carry out the program. When this is not the case, two additional methods have proven effective in gaining necessary parent/advocate cooperation. The first is the use of daily phone call reminders. In addition to serving as prompts to carry out the procedures, phone calls also can serve as reinforcers and punishers. When the call is made, the training analyst will ask if the procedures have been completed. If they have, praise can be given ("That's great, thanks for your help. I'm sure you will begin seeing improvements very soon.") If the procedures have not been completed, a mild reprimand can be given (It's really important for you to do this every day. The training program cannot be effective unless you help.")

Contingency contracts can also be an extremely effective procedure in getting the p/a to carry out programs. Contingency contracts, as described before, are agreements between the parent/advocate and the program that specified behaviors will be performed by both parties. If the behaviors do occur, certain established consequences will be forthcoming.

Usually in these contracts, the contingencies are placed solely on the parents, rather than the trainee. Examples of contingencies are (1) the trainee will not be allowed to come to work unless the procedures are completed and will be sent home if (s)he comes, and (2) the trainee is removed from the program temporarily or permanently if the contract is not fulfilled.

Parent/Advocate-Training Analyst Interaction

In order to increase the probability of gaining the parent/advocate's cooperation, and to insure open and clear communication, "good rapport" must be established. Rapport is defined as (1) the parent/advocates freely and openly verbalizing their own perceptions and attitudes concerning the program and the trainee, and (2) the parent/advocates are open to suggestions and feedback of the training analyst. In order to promote this rapport, the analyst must be a GOOD LISTENER. Components of being a good listener include:

(1) Establishing eye contact - facing the parent/advocate;

(2) Sitting relaxed - sitting comfortably to enable freedom and "naturalness" of conversation and gestures:

(3) Verbally re-phrasing parents' words - repeating or re-phrasing what the parents have said to confirm what the training analyst heard, and to reinforce the parents for contributing;

(4) Asking open-ended questions - asking questions which will promote further disclosure of information;

(5) Interpreting emotional responses - giving parents feedback on responses indicating anger, frustrations, etc., and helping them to define and change those behaviors;

(6) Clarifying statements made by the parents - re-stating vague or inconsistent statements made by the parents.

SECTION VI

PROGRAM EVALUATION

CHAPTER 1 Objective Program Evaluation

CHAPTER 2 Consumer Program Evaluation

The purpose of this section is to describe in detail methods to measure the effectiveness of a "training for placement" program. The previous data collection and analysis procedures are for the purpose of measuring the effectiveness of training techniques for individual trainees. The assessment methods described here are designed to evaluate overall program effectiveness.

There are two major means to assess a program's effectiveness. The first is the objective measure of how many trainees are trained, placed and maintained in competitive jobs, how long the training took before placements occurred, and the cost of the training, placement and follow-up. The second major means of assessment is the evaluation of the program's effectiveness by the persons who are its consumers - trainees, parent/advocates, employers, and funding agencies.

CHAPTER 1: OBJECTIVE PROGRAM EVALUATION

The collection and analysis of program and cost effectiveness data are especially important to training for placement programs. Since the concept of preparing the retarded for competitive jobs is still very new and innovative, these programs will be under close scrutiny of the community, funding agencies, and state and federal lawmakers. The community, such as parents, employers, and workshop operators, determine the level of local support for removing their retarded citizens from protective environments, and placing them into the public sector. The funding agencies will, of course, determine if and how much money will be allocated for program financial support. State and federal lawmakers determine the priority that training for placement programs for the retarded will receive by the funding agencies and granting agencies in the future.

Program evaluation data is also essential as a means of self-assessment. Based on careful analysis of this information, program modifications (including training procedures, program graduation criteria, and trainee-trainer ratios) can be made systematically.

Program effectiveness data should indicate the degree to which the program has accomplished its stated goals, while program cost data should indicate the financial feasibility of accomplishing these goals. The authors have identified 24 major program evaluation measures: twelve of effectiveness and twelve of cost. At the end of each month the information for each of these measures is summarized on a monthly summary sheet, such as the one shown in Figure VI-1, and then discussed at the next

Monthly Program Evaluation Summary Sheet

Month ______________

Effectiveness

(1) Total number of trainees served ________

(2) Total number of trainees currently in training ________

(3) Total number of trainees placed ________

(4) Total number of trainees currently on jobs ________

(5) Total number of trainees being re-trained ________

(6) Total number of trainees no longer with program ________

(7) (a) Average length of job retention ________

(b) Range of length of job retention ________

(8) Number of trainees who retained first job ________

" " " " " second job ________

" " " " " third job ________

" " " " " fourth job ________

(9) (a) Average training duration of current in-house trainees ________

(b) Range of training duration of current in-house trainees ________

(10) (a) Average duration of training of all placed trainees ________

(b) Range of duration of training of all placed trainees ________

(11) (a) Average duration of training of those currently placed trainees

(b) Range of duration of training of all currently placed trainees ________

(12) (a) Average duration of training of those trained who are currently not working ________

(b) Range of duration of training of all trainees who are currently not working ________

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
FIGURE VI-1

Month ____________

Cost

(13) Total cost of in-house training ____________

(14) Average total cost of in-house training per month ____________

(15) Total cost to maintain placement and follow-up staff ____________

(16) Average total cost to maintain placement and follow-up staff per month ____________

(17) Total program cost ____________

(18) Average total program cost per month ____________

(19) Total program cost to date ____________

(20) Average cost to train one trainee per month ____________

(21) Average total cost to train one trainee (those placed) ____________

(22) Average cost of follow-up per month per trainee

1st	____________	4th	____________	7th	____________	10th	____________
2nd	____________	5th	____________	8th	____________	11th	____________
3rd	____________	6th	____________	9th	____________	12th	____________

(23) Average total cost of follow-up--one year ____________

(24) Average total cost to train and follow-up--one year ____________

FIGURE VI-1 (continued)

staff meeting. Monthly program evaluation sheets should be kept in a notebook for easy referral and for quick analysis of changes over time.

Insert Figure VI-1 about here

A yearly program evaluation summary as shown in Figure V-2 should also be completed and maintained on a monthly basis. Data is directly obtained from the monthly summary sheets. The yearly sheet provides a means of quick and easy data comparison over time.

Insert Figure VI-2 about here

The twelve measures evaluating effectiveness are listed as follows:

(1) Total number of trainees served. Include all trainees who have entered the program from the beginning - those who are currently receiving training, those who are placed, and those who have left the program for any reason.

(2) Total number of trainees currently in training. Include only those trainees who currently are receiving training in-house.

(3) Total number of trainees placed. Total all trainees who have been placed, including those who are no longer working. If a trainee has been placed more than once, (s)he is only counted once.

(4) Total number of trainees currently on jobs. Total all trainees who are currently employed.

Yearly Program Evaluation Master Sheet

Year __________

		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1	# served												
2	# in training												
3	# placed												
4	# currently on jobs												
5	# being re-trained												
6	# no longer in program												
7a	Aver length of job retention												
b	Range length of job retention												
8	# retained 1st job												
	# retained 2nd job												
	# retained 3rd job												
	# retained 4th job												
9a	Aver training duration of in-house												
b	Range training duration of in-house												
10a	Aver training duration of all placed												
b	Range training duration of all placed												
11a	Aver training duration of currently placed												
b	Range training duration of currently placed												
12a	Aver training duration of not working												
b	Range training duration of not working												
13	Cost in-house training												
14	Aver cost in-house training												
15	Cost maintaining placemt & follow-up												
16	Aver cost maintaining placemt & follow-up												
17	Program cost												
18	Aver program cost												
19	Aver program cost to date												
20	Aver cost to train one trainee												
21	Aver cost to train one trainee (placed)												
22	Aver cost of follow-up/month/trainee												
23	Aver cost of follow-up--one year												
24	Aver cost to train & follow-up--one year												

(5) Total number of trainees being re-trained. Total all trainees who have been placed on a job in the past, lost the job, and are currently being re-trained in-house.

(6) Total number of trainees no longer with program. Total all trainees who had participated in the program at least two weeks, and who were officially terminated from the program without being placed.

(7) (a) Average length of job retention. Total the number of weeks that all trainees remained on a job to date including those lost. Divide this number by the total number of jobs into which trainees were placed.

(b) Range of length of job retention. Record the least and most number of weeks a job was retained.

(8) Number of trainees who retained first, second, third, or fourth jobs. Count and record the number of trainees who are currently working at the first job they were placed in, the number who are currently working in the second job they were placed in, and follow the same procedure for the third and fourth jobs.

(9) (a) Average training duration of current in-house trainees. Total the number of weeks of training for all trainees who have been in the program for at least one month, and divide this by the total number of trainees.

(b) Range of training duration of current in-house trainees. Record the least and the most number of weeks of training for all trainees who are still in-house.

(10) (a) Average duration of training of all placed trainees. Total the number of weeks of training before placement for all trainees who have been placed. Include those currently not placed.

(b) Range of duration of training of all placed trainees. Record the least and most number of weeks of training before placement for all trainees who have been placed.

(11) (a) Average duration of training of those currently placed trainees. Total the number of weeks of training before placement for all trainees currently in jobs, and divide by the number of trainees currently on jobs.

(b) Range of duration of training of all currently placed trainees. Record the least and most number of weeks of training before placement for all trainees who have been placed to date.

(12) (a) Average duration of training of those trained who are currently not working. Total the number of weeks of training before placement for all trainees who have been placed, but are currently not working, and divide by the number of trainees.

(b) Range of duration of training of all trainees who are currently not working. Record the least and most number of weeks of training before placement for all trainees who are currently not working.

The twelve measures evaluating cost are continued as follows:

(13) Total cost of in-house training. Total all in-house program expenses for the month, including salaries, supplies, and travel. It is important to attempt to separate in-house and placement and follow-up expenses. If one secretary is used for both, estimate the percent

of his or her time devoted to each. Count administrators' and directors' salaries within the in-house expenses.

(14) Average total cost of in-house training per month. Total the figure obtained in Question 13 for the month plus the figures from previous months on the yearly summary sheet, and divide by the number of months.

(15) Total cost to maintain the placement and follow-up staff. Total all placement and follow-up expenses for the month, including salaries, supplies, and travel.

(16) Average total cost to maintain placement and follow-up staff per month. Total the figure obtained in Question 15 for the month plus those from previous months on the yearly summary sheet, and divide by the number of months.

(17) Total program cost. Add the cost of in-house training and the cost of placement and follow-up.

(18) Average total program cost. Total the figure obtained in Question 17 for the month plus those from the previous months on the yearly summary sheet, and divide by the number of months.

(19) Total program cost to date. Total the figures obtained in Question 17 for the month plus those from the previous months on the yearly summary sheet.

(20) Average cost to train one trainee. Total the cost of in-house training obtained in Question 13, and divide by the number of trainees trained in-house that month, e.g., for January, if the total training costs were $3,000 and the number of in-house trainees was sixteen, divide $3,000 by sixteen.

(21) Average total cost to train one trainee (those placed). Take the figure obtained from Question 11 (a), and multiply by the figure obtained in Question 14.

(22) Average cost of follow-up per month per trainee. The information collected on the placement and follow-up activity log described in Section IV will be required to obtain these figures. Add up the number of man-hours spent with each placed person including training time, visits to employers, telephone calls, and paperwork. The number of hours spent are then multiplied by the staff's hourly wage. These figures are then added to the previous month's figure of "average cost of follow-up per trainee for the first month of placement", and divided by the total number of trainees placed one month. This same procedure is repeated for all subsequent months.

(23) Average total cost of follow-up (one year). Total the cost per month for those trainees placed one year or longer, and divide by the number of trainees.

(24) Average total cost to train and follow-up (one year). Add the figure obtained in Question 20 to the figure obtained in Question 22.

In order to make the calculation of the previous data easier and also for additional program evaluation analysis, five tables which display the critical data for each individual trainee is useful.

(1) Trainee Summary. This table lists every trainee that enters the program by code number to insure confidentiality, their ages, IQ,

previous vocational experience, the number of months in training, the number of months employed, and whether currently employed. At the bottom of the table the total number of trainees employed, no longer in the program, being retrained, on call waiting to be replaced, and in training is given. The average IQ, age, and length of time in a sheltered workshop is also given. An asterisk (*) indicates those trainees no longer in the program. See Figure VI-3 for an example of this table. .

Insert Figure VI-3 about here

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(2) Placement Summary. This table provides a list of each trainee who has been placed by code number, the dates of employment, the place of employment, the position, the number of hours worked per week, the salary or wage, and the amount earned to date. At the bottom of the table is the total number of placed trainees along with the number who are currently working, and the total amount of money earned to date by all trainees from the program. See Figure VI-4 for an example of this table.

Insert Figure VI-4 about here

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(3) Placement Gain and Loss Table. This table provides a picture of the number of trainees placed each month, the number who lost jobs each month, and the total who are employed each month. For an example of this table see Figure VI-5.

TRAINEE SUMMARY
April 30, 1979

Client	Age	IQ	Previous Vocational Experience (Years)	Months in Training	Months on Job	Currently Employed
001	33	80	Competitive (3)	3	38	X
002*	24	69	None	12	4	
003	25	58	None	4	37	X
004	22	91	Workshop (5)	5	34	X
005	34	61	Work Activity (10)	6	23	X
006*	21	54	Workshop (2)	2	5	
007	27	53	Workshop (3)	10	20	X
008*	21	72	Workshop (2)	3	22	
009*	33	50	Workshop (2)	24	3	
010	36	51	Workshop (5)	3	34	X
011	35	51	Workshop (4)	2	35	X
012	21	52	None	7	27	X
013*	24	30	Workshop (2)	22	0	
014*	34	55	Workshop (12)	10	0	
015	39	30	Workshop (12)	23	10	X
016	29	55	Workshop (6)	2	25	X
017*	22	43	Prevoc (8)	12	0	
018	28	45	Workshop (3)	18	20	X
019	26	43	Workshop (3)	13	9	X
020	25	49	Workshop (4)	5	20	X
021	27	66	Workshop (3)	20	1	
022*	38	62	None	1	5	
023*	21	30	Prevoc (1)	9	0	
024	26	41	Workshop (8)	8	10	X
025*	20	64	None	6	0	
026*	24	43	Workshop (2)	13	0	
027	22	50	None	10	9	X
028	38	60	Workshop (8)	7	12	X
029*	22	35	Prevoc (2)	14	0	
030	24	50	Prevoc (2)	14	2	X
031	28	71	Workshop (4)	2	15	X
032	25	49	Workshop (3)	16	1	X
033	24	30	Workshop (3)	11	3	X
034	36	64	Workshop (10)	10	1	
035	22	48	Workshop (2)	13	1	
036	27	66	Workshop (5)	5	7	X
037	24	56	Workshop (2)	5	8	X
038	23	47	Workshop (1)	10	0	
039	29	60	Workshop (7)	7	4	X
040	19	66	None	11	0	
041	23	52	Prevoc (5)	9	0	
042	22	68	Prevoc (2)	6	3	X
043	18	61	Prevoc (2)	9	0	
044	20	64	Workshop (1)	7	1	X
045	35	54	Workshop (12)	7	1	X
046	21	50	None	7	0	
047	22	41	Workshop (3)	7	0	
048	29	61	Workshop (8)	6	0	X
049	39	53	Workshop (5)	6	0	
* 050	27	56	Prevoc (4)	6	0	

FIGURE VI-3

*First page only

FOOD SERVICE VOCATIONAL TRAINING PROGRAM
PLACEMENT SUMMARY
April 30, 1979

Client Number	Employment Dates	Job Station	Position	Approx Hrs/Wk	Salary/Wage	Amount Earned to Date
001	3/ 1/76- Present	Hosp 1	Porter	40	$708/month	$22,695
006	4/ 1/76- 8/ 1/76	Rest 2	Dish	35	2.20/hour	
	9/ 2/76- 9/ 6/76	Rest 3	Dish	35	Training	1,114
003	4/ 5/76- Present	Gov fund 1	Bus/dish	40	2.92/hour	16,711
005	4/ 5/76- 7/ 1/76	Gov fund 1	Bus	40	2.50/hour	
	3/22/77- 5/24/77	Dept st 1	Dish	8	2.36/hour	
	11/ 1/77- Present	Hosp 2	Maint	25	4.32/hour	8,729
004	5/18/76- 6/16/76	Conval 1	Dish	25	2.20/hour	
	8/ 1/76- Present	Hosp 2	Dish	40	3.68/hour	8,604
011	6/ 1/76- Present	Hosp 1	Porter	40	669/month	16,750
008	6/ 1/76- 4/ 1/78	Gov fund 2	Bus	30	3.15/hour	7,940
010	7/ 1/76-12/31/76	Rest 1	Stock/dish	26	2.35/hour	
	1/10/77- Present	UW cafe 1	Dish	40	637/month	14,629
002	8/23/76- 9/ 9/76	Rest 6	Bus	15	Training	
	1/ 3/77- 1/14/77	UW cafe 1	Dish	40	2.98/hour	
	1/17/77- 4/ 8/77	UW cafe 1	Bus	20	2.30/hour	677
016	9/27/76-10/22/76	Gov fund 1	Dish	40	2.50/hour	
	4/11/77- 9/12/77	UW cafe 1	Bus	15	2.30/hour	
	9/12/77-12/ 9/77	Hosp 3	Bus	16	2.40/hour	
	1/ 3/78- Present	UW cafe 1	Bus	33	3.70/hour	6,469
012	2/ 3/77- Present	Hot/rest 1	Pots/pans	40	3.56/hour	14,846
018	3/28/77- 4/23/77	Dept st 1	Maint	20	2.36/hour	
	10/11/77- Present	Gov. fund 1	Bus	22	2.90/hour	4,853
022	5/11/77-10/ 1/77	Hosp 4	Bus/dish	25	3.54/hour	1,770
020	6/14/77- 8/17/77	Hot/rest 2	Dish	40	3.24/hour	
	10/18/77- Present	Hot/rest 3	Dish	40	3.56/hour	1[illegible],946
019	7/18/77- 7/24/77	Conval 2	Dish	12	2.30/hour	
	8/31/77- 9/ 3/77	Rest 4	Bus	20	2.25+tips	
	9/12/77-12/ 8/77	Gov fund 1	Bus	20	2.50/hour	
	7/10/78- Present	Conval 5	Dish	40	3.00/hour	5,473
007	9/12/77- Present	UW cafe 1	Bus	25	2.90/hour	3,772
024	9/12/77-11/13/77	Rest 5	Dish	40	2.40/hour	
	3/27/78- Present	UW cafe 2	Bus	20	2.90/hour	3,552
031	2/14/78- Present	Hot/rest 1	Dish	40	3.56/hour	8,626

As of April 30, 35 trainees have been placed into competitive employment positions. Of the 35 placed 26 are currently employed; while five voluntarily left the program or their positions. Total gross earnings approximate $176,470.

Insert Figure VI-5 about here

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(4) Individual Training Cost - Trainees Not Employed. This table lists each trainee by code number who that month was not employed, including those who are in training, those who have left the program for whatever reason, those who are being retrained, and those who have lost a job and are waiting at home to be replaced. Each of these trainees' ages, IQs, previous experience, number of months in training thus far, and the cost of that training is listed. The average and range of age and IQ of this group are given at the bottom of the table along with the average and range of length of training and cost of training. See Figure VI-6 for an example of this table.

Insert Figure VI-6 about here

----

(5) Costs for Currently Employed Trainees. This table lists each currently employed trainee by code number and according to the length of time employed. Again the age, IQ, previous experience, and length of time in training before placement are listed. In addition, the cost of each trainee's in-house training, the number of jobs in which (s)he has been placed, the total cost of follow-up thus far, the cost of follow-up for the current month, and the total cost of training and follow-up are listed. At the bottom of the table are the average age and IQ of those currently working, in addition to the average total training cost

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

PLACEMENT STATISTICS

1976

Total Placed
6

1977

Total placed	16
Total lost	11
Net gain	5
Total placed as of December 31, 1977	11

1978	Placed This Month	Lost This Month	Current Total	1979	Placed This Month	Lost This Month	Current Total
January 31	1	0	12	January 31	2	1	20
February 28	1	0	13	February 28	2	0	22
March 31	2	0	15	March 31	1	1	22
April 30	0	1	14	April 30	6	2	26
May 31	2	1	15	May 31			
June 30	1	1	15	June 30			
July 31	2	1	16	July 31			
August 31	2	0	18	August 31			
September 30	3	1	20	September 30			
October 31	1	2	19	October 31			
November 30	2	1	20	November 30			
December 31	1	2	19	December 31			

FIGURE VI-5

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

INDIVIDUAL TRAINING COSTS
April 30, 1979

	TRAINEE CODE #	AGE	IQ	PREVIOUS EXPERIENCE	MONTHS IN TRAINING	$ FOR IN-HOUSE TRAINING	# OF JOBS	$ FOR FOLLOW-UP	TOTAL $ SPENT
Trainees Currently In-House	039	23	47	Workshop (1)	11	6,685			6,685
	040	19	66	None	11	6,685			6,685
	041	23	52	Prevoc (5)	9	5,495			5,495
	043	18	61	Prevoc (2)	9	5,495			5,495
	046	21	50	None	7	4,495			4,495
	047	22	41	Workshop (3)	7	4,495			4,495
	049	39	53	Workshop (5)	6	3,695			3,695
	050	27	56	Prevoc (4)	6	3,695			3,695
	051	21	40	Prevoc (1)	5	3,095			3,095
	052	21	31	Workshop (1)	5	3,095			3,095
	053	20	47	Workshop (3)	3	1,895			1,895
	054	37	69	Workshop (10)	3	1,895			1,895
	055	28	43	Workshop (6)	1	650			650
	056	21	51	None	1	650			650
	000	25	83	Competitive	7	4,895			4,895
Trainees No Longer In Program	002	24	69	None	12	7,140	1	489	7,629
	006	21	54	Workshop (2)	2	1,190	2	600	1,790
	008	21	72	Workshop (2)	3	1,785	1	252	2,037
	009	33	50	Workshop (2)	24	14,280	1	607	14,887
	013	22	30	Workshop (2)	22	13,090			13,090
	014	34	55	Workshop (12)	10	5,950			5,950
	017	22	43	Prevoc (8)	12	7,140			7,140
	021	27	66	Workshop (5)	21	12,525	1	1,190	13,715
	022	38	62	None	1	595	1	520	1,115
	023	21	30	Prevoc (1)	9	5,355			5,355
	025	20	64	None	6	3,570			3,570
	026	22	43	Workshop (2)	14	8,135			8,135
	029	22	35	Prevoc (2)	13	7,850			7,850
* Trainees Currently Re-Training	035	22	48	Workshop (2)	10	6,650	1	972	7,622

IQ $\overline{X}$ = 53.1, range = 31-83, Age $\overline{X}$ = 24.9, range = 18-37
Current no. of months in training $\overline{X}$ = 6.5, range = 1-11, current cost of training $\overline{X}$ = \$4,163, range = \$650-7,622

*First page only

FIGURE VI-6

before placement and the average cost of each month's follow-up that is required. The average IQ and age, and the total cost of training for those persons is given at the bottom of the table. See Figure VI-7 for an example of this table.

Insert Figure VI-7 about here

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(6) Monthly Job Termination Information. This table lists each trainee by code who at any time has been placed and then lost a position. The dates begun and terminated, the total number of weeks employed, the amount earned, the months in training before the placement, and the reason for the job loss are given. See Figure VI-8 for an example of this table.

Insert Figure VI-8 about here

Each program will have to assess which of these measures are critical for assessing the success and feasibility of that particular program. Those listed above are those which have been found significant for one program.

These procedures may appear to be particularly time consuming. In fact, once the measures have been established along with the manner of calculation for each, the amount of time for actual calculation on a monthly basis is fairly minor.

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

COSTS FOR CURRENTLY EMPLOYED TRAINEES
April 30, 1979

# Months on Present Job	Trainee Code #	IQ	Age	Previous Workshop Experience (Years)	Months in Training	$ for In-House Training	# Jobs	$ for Follow-Up	$ Current Month	Total
More than 18 months	001	80	33	Competitive (3)	3	1,785	1	778	0	2,563
	003	58	25	None	4	2,382	1	1,329	0	3.710
	011	51	35	Workshop (4)	2	1,692	1	943	0	2.635
	004	91	22	Workshop (5)	5	2,975	2	1,028	16	3.913
	010	51	36	Workshop (5)	3	1,785	2	2,212	7	3.997
	012	52	21	None	7	4,164	1	603	11	4,767
	007	53	27	Workshop (3)	18	10.710	1	627	21	11,337
	018	45	28	Workshop (3)	18	10,710	2	648	0	11,358
	020	49	25	Workshop (4)	5	2.975	2	2,000	0	4,975
12-18 months	005	61	34	Work activity (10)	6	3,570	3	1,274	27	4,844
	016	55	29	Workshop (10)	2	1,190	4	1,053	12	2,243
	031	71	28	Workshop (4)	2	1,190	1	180	0	1,380
	024	41	26	Workshop (8)	8	4,760	2	1,528	24	6,288
6-12 months	028	60	38	Workshop (8)	7	4,165	2	2,034	27	4,844
	019	43	25	Workshop (3)	13	7,735	4	3,096	12	2,243
	015	30	39	Workshop (12)	23	13,685	1	522	0	1,380
	036	66	27	Workshop (5)	6	3,280	2	1,091	24	6,264
	027	50	22	None	10	5,355	2	726	0	6,041
Less than 6 months	037	56	24	Workshop (2)	5	2,980	2	2,853	45	5,832
	033	30	24	Workshop (3)	10	5,080	2	1,391	9	6,471
	042	68	22	Prevoc (2)	4	3,025	2	1,684	187	4,709
	048	61	29	Workshop (8)	5	3,045	1	177	177	3,222
	032	49	25	Workshop (3)	16	9,605	1	381	381	9.986
	039	60	29	Workshop (7)	7	4,390	2	1,938	602	6,328
	045	54	35	Workshop (12)	8	4,560	1	241	241	4,801
	044	64	20	Workshop (1)	8	4,895	1	80	80	4,975

$\overline{X}$ age = 28, $\overline{X}$ IQ = 56

Average in house training cost	= $4,680 (8 months)
Average placement and follow-up cost	= $1,174
Average total training cost	= $5,854

FIGURE VI-7

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

MONTHLY JOB TERMINATION INFORMATION SHEET

April 30, 1979

TRAINEE CODE #	DATE JOB BEGAN	DATE OF JOB LOSS	TOTAL WEEKS ON JOB	AMOUNT EARNED	MONTHS OF IN-HOUSE TRAINING PRIOR TO JOB	REASON FOR JOB TERMINATION
006	4/ 1/76	8/ 1/76	16	$1,115.00	2	Speed; task completion; attitude
	9/ 2/76	9/ 6/76	.5	OJT trial	2	Speed; time on task
005	4/ 5/76	7/ 1/76	11	840.00	2	Speed; time on task
	3/22/77	5/24/77	8	337.00	2+4	Speed; quality
004	5/18/76	6/16/76	4	139.00	4	Speed; independence
008	6/ 1/76	4/ 2/78	96	7,940.00	3	Inappropriate verbal behavior
010	7/ 1/76	12/31/76	20	1,438.00	3	Speed
002	8/23/76	9/ 3/76	2.5	OJT trial	9	Speed; task completion; attitude
	1/ 3/77	4/ 8/77	13	677.00	9+3	Quit; attitude problem; married
016	9/27/76	10/22/76	4	372.00	1	Speed; following instructions
	4/11/77	9/12/77	20	369.00	1+1	Voluntary; increase hours
	9/12/77	12/ 9/77	12	514.00		Voluntary; poor hours, transportation
018	3/28/77	4/23/77	4	188.00	14	Speed; quality; following instructions
022	5/11/77	10/ 1/77	17.5	1,770.00	1	Quit; married
020	6/14/77	8/17/77	8	932.00	5	Lay-off; referred to other site
019	7/18/77	7/24/77	1	75.00	6	Quality; attitude; following instructions
	8/31/77	9/ 3/77	.5	45.00		Speed
	9/12/77	12/ 8/77	12	783.00		Quality; attitude; following instructions
024	9/12/77	11/13/77	8	768.00	2	Speed
028	3/15/78	5/ 5/78	7	840.00	6	Task completion
027	5/10/78	6/20/78	4	388.00	8	Speed; poor social interactions
009	5/15/78	7/15/78	10	834.00	24	Personal hygiene
036	8/17/78	9/28/78	5	210.00	4	Voluntary; poor hours
033	9/15/78	10/ 9/78	3	260.00	8	Wanted to hire other worker
* 021	9/28/78	10/27/78	4	475.00	20	Speed; late for work; quality

*First page only

FIGURE VI-8

CHAPTER 2: CONSUMER PROGRAM EVALUATION

A critical question of any treatment program is whether it effects socially important change. The methods by which the program makes the change and, indeed, the very goals of the change itself represent important components to be considered by program evaluators. By sampling the levels of satisfaction of various consumers of a program, it is possible to draw useful conclusions regarding the social acceptability of a treatment program.

A consumer evaluation is conducted for several specific purposes. First, evaluation feedback can help the treatment staff become responsive to the needs of the clients and the needs of those who deal with the clients, e.g., employers, parents, and agencies. Any program attempting to be comprehensive will necessarily have to rely on information, suggestions, and criticism from a variety of sources beyond the staff. Second, a formal evaluation is a step more precise than informal chats in that questions and responses can be quantified. Sometimes the same professionals who measure the most minute client behavior can overlook measuring the most overt behaviors of other client-related people, on whose cooperation the program may depend. Thirdly, evaluation may help pinpoint problems before they become overwhelmingly large. The anonymity of filling out a simple checklist can sometimes elicit information that a face-to-face chat cannot and, thus, serve as a sort of "early warning system". Fourth, the process of evaluation offers protection for the clients (and perhaps even the other consumers) as program methods, goals, and effectiveness are carefully examined. Increasing awareness of client rights suggests that professionals be able to provide documentation of their efforts to respect those rights. And finally, the request for evaluation may serve as a prompt that the staff are concerned professionals.

A cautionary note: The consumer evaluation procedures described below are not to be confused with the social validation of treatment procedures. While the former measures global satisfaction with components of the program, the latter measures whether a particular procedure made a socially significant change in behavior, as compared to some sort of norm. The difference is significant as a social validation of each of your treatment procedures does not necessarily guarantee a high level of consumer satisfaction. On the other hand, the reverse may more likely be true, that is, high consumer satisfaction levels may often correspond with significant client behavior changes.

Step by Step Evaluation Procedures

First, set a date for the evaluation. It should be sufficiently distant to allow time for preparing forms and making necessary arrangements. The next step in the evaluation process is to list the people to whom evaluation forms will be sent. These may include:

(1) Parents, group home parents or halfway house counselors who deal with the day-to-day living aspects of a trainee. If a trainee lives in a residential setting other than his or her parent's home and there has been contact with the parents as well as the residential professionals, evaluations are sent to both. See Figure VI-9.

Insert Figure VI-9 about here

----

(2) Funding agency personnel, such as vocational rehabilitation counselors or case workers are also asked to evaluate the program. Their enthusiasm and continuing support represent a critical component for the program. See Figure VI-10 for example of form.

Insert Figure VI-10 about here

----

(3) Trainees are asked to evaluate the program, of course. If they publicly express grievances and their dislike for the training, the likelihood of continuing support by the other consumers is lessened. See Figure VI-11 for examples of possible questions.

Insert Figure VI-11 about here

----

(4) Trainees who have been placed into competitive employment represent another unique group of consumers whose opinion is sought. Their satisfaction with the training and support they have received must be assessed. See Figure VI-12.

Insert Figure VI-12 about here

Parent/Advocate Evaluation Form
Food Service Vocational Training Program

Name of parent or advocate: ______________________________

Evaluation period: ______________________________

The following trainee(s) of the vocational training program has (have) been under your care:

____

____

____

1. Are you satisfied that the program is doing an effective job in training useful food service skills?

☐ Satisfied Comments: ______________
☐ Slightly satisfied ______________
☐ Neither satisfied nor dissatisfied ______________
☐ Slightly dissatisfied ______________
☐ Dissatisfied ______________

2. Are you satisfied with the focus of the program, i.e., preparing trainees for competitive employment?

☐ Satisfied Comments: ______________
☐ Slightly satisfied ______________
☐ Neither satisfied nor dissatisfied ______________
☐ Slightly dissatisfied ______________
☐ Dissatisfied ______________

FIGURE VI-9

Parent/Advocate Evaluation Form (continued)

3. Are you satisfied with the level of communication you have with the staff? Do you feel that you can talk freely with them about any problems you may have with the trainee(s)?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

4. Are you satisfied with the amount of cooperation and assistance you have received from the staff in working with the trainee(s)?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

5. If you have any opinions regarding how the program might better help the trainees, or parents or professionals, such as yourself, please help us by writing them here: ____________________

FIGURE VI-9

Funding Agency Evaluation Form
Food Service Vocational Training Program

Name of agency: ________________________________

Evaluation period: ________________________________

The following trainee(s) of the vocational training program has (have) been sponsored by you:

____

____

____

1. Are you satisfied that the staff are doing an effective job in training viable vocational skills?

☐ Satisfied	Comments: ________________
☐ Slightly satisfied	________________
☐ Neither satisfied nor dissatisfied	________________
☐ Slightly dissatisfied	________________
☐ Dissatisfied	________________

2. Are you satisfied with the focus of the program, i.e., preparing trainees for competitive employment?

☐ Satisfied	Comments: ________________
☐ Slightly satisfied	________________
☐ Neither satisfied nor dissatisfied	________________
☐ Slightly dissatisfied	________________
☐ Dissatisfied	________________

FIGURE VI-10

Funding Agency Evaluation Form (continued)

3. Are you satisfied with the amount of communication you have had with the staff?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

4. Are you satisfied with the staff's responsiveness to your requests, comments and needs?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

5. Are you satisfied with the cost effectiveness of the program, that is, that you could not get equivalent serve elsewhere for less money?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

FIGURE VI-10

Trainee Evaluation Form
(to be presented orally by the evaluator)
Food Service Vocational Training Program

Trainee: ______________________________

Evaluation period: ______________________________

I am going to ask you several questions about your work here and your trainer(s), ________________ (Trainers' name(s)). You may answer the question by saying "yes" if it is true, "no" if it is not true, or "I'm not sure" if you are not sure.

Practice question

1. Did you like the weather last week?

☐ Yes ☐ Not sure ☐ No

Usefulness

2. Are you learning how to work as a ________?

☐ Yes ☐ Not sure ☐ No

3. Are you learning how to get along with your boss?

☐ Yes ☐ Not sure ☐ No

Fairness

4. Do you think the program is fair?

☐ Yes ☐ Not sure ☐ No

5. Can you ask questions if you want?

☐ Yes ☐ Not sure ☐ No

FIGURE VI-11

Trainee Evaluation Form (continued)

Pleasantness

6. Are the trainers nice or pleasant to be around?

☐ Yes ☐ Not sure ☐ No

7. Are the other trainees nice or pleasant to be around?

☐ Yes ☐ Not sure ☐ No

Concern:

8. Do you think the trainers care about you?

☐ Yes ☐ Not sure ☐ No

Good treatment program

9. Is this a good program?

☐ Yes ☐ Not sure ☐ No

10. Can you think of anything else that you want to say about work?

____

____

____

____

____

FIGURE VI-11

Graduate Evaluation Form
(to be presented orally)
Food Service Vocational Training Program

Name: ____

Evaluation period: ________________________________

I am going to ask you several questions about your work here at

____
Name of business

You may answer the questions by saying "yes" if it is true, "no" if it is not true, or "I'm not sure" if you are not sure.

Practice question

1. Did you like the weather this past week?

☐ Yes ☐ Not sure ☐ No

Usefulness

2. Did the program (or ______________________) help you to get this
Name of placement person
job?

☐ Yes ☐ Not sure ☐ No

3. Did (s)he help you learn how to do it?

☐ Yes ☐ Not sure ☐ No

4. Did the training you received in the program also help you to learn this job?

☐ Yes ☐ Not sure ☐ No

Appropriateness

5. Is this a good job?

☐ Yes ☐ Not sure ☐ No

FIGURE VI-12

Graduate Evaluation Form (continued)

Pleasantness

6. Is your boss nice or pleasant to be around?

☐ Yes ☐ Not sure ☐ No

7. Are the other people you work with nice or pleasant to be around?

☐ Yes ☐ Not sure ☐ No

Concern

8. Do you think ______________ cares what happens to you?
Name(s) of our staff

☐ Yes ☐ Not sure ☐ No

Good treatment program

9. Would you have gotten this job even if you had never been trained in the program?

☐ Yes ☐ Not sure ☐ No

10. Can you think of anything else that you want to say about work?

____

____

____

____

____

FIGURE VI-12

(5) Employers, including the person doing the hiring, the direct supervisor(s) (if a different person), and co-workers, are asked to evaluate the program in terms of our level of communication and cooperation. Coupled with the follow-up information from employers on specific worker characteristics, the employer evaluation provides useful program information. See Figure VI-13 for examples of this evaluation form.

Insert Figure VI-13 about here

----

(6) Training site personnel, such as secretaries, cashiers, and managers, have the unusual perspective of watching the training and interactions with the public. Their assessments will include comments on the acceptability of training from both the employer's and public's point of view. Figure VI-14 is an example of questions to be asked.

Insert Figure VI-14 about here

----

(7) Training site customers (such as customers in a restaurant, contractor of parts assembly, tenants in a building where janitorial training is done, etc.), who are truly consumers of services, are also consulted. Their contact with the training site is on a purely voluntary basis and, thus, may be reasonably sensitive to the trainee job performance. See Figure VI-15 for an example of customer questions.

Employer Evaluation Form
Food Service Vocational Training Program

Name of firm: ______________________________

Evaluation period: ______________________________

The following trainee(s) of the vocational training program has (have) worked with or been supervised by you:

____

____

____

1. Are you satisfied that the trainee(s) was(were) sufficiently prepared for the job?

☐ Satisfied Comments: ______________________________

☐ Slightly satisfied ______________________________

☐ Neither satisfied nor dissatisfied ______________________________

☐ Slightly dissatisfied ______________________________

☐ Dissatisfied ______________________________

2. Are you satisfied with the level of support we provided in assisting the trainee(s) to learn the job?

☐ Satisfied Comments: ______________________________

☐ Slightly satisfied ______________________________

☐ Neither satisfied nor dissatisfied ______________________________

☐ Slightly dissatisfied ______________________________

☐ Dissatisfied ______________________________

FIGURE VI-13

Employer Evaluation Form (continued)

3. Are you satisfied with the level of communication you have with the staff? Do you feel that you can talk freely with them about any problems you may have with the trainee(s)?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

4. Are you satisfied with the amount of cooperation and concern you may have received from our staff?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

5. If you have any opinions regarding how the program might better help the trainees or employers, such as yourself, please help us by writing them here:

____
____
____
____

FIGURE VI-13

Training Site Evaluation Form
Food Service Vocational Training Program

Name of site: ______________________________

Evaluation period: ______________________________

The following trainees of the vocational training program have worked in your area:

____

____

____

____

____

1. Are you satisfied that the staff is doing an effective job in teaching useful work skills?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

2. Are you satisfied with the methods and techniques the staff use to train these skills?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

FIGURE VI-14

Training Site Evaluation Form (continued)

3. Are you satisfied with your interactions with the staff? Do you feel that you can easily bring up questions about the program or problems with the trainees with the staff?

☐ Satisfied Comments: ____________________

☐ Slightly satisfied ____________________

☐ Neither satisfied nor dissatisfied ____________________

☐ Slightly dissatisfied ____________________

☐ Dissatisfied ____________________

4. Are you satisfied with the quality of the work completed by the trainees (or their trainers) as appropriate for a competitive setting?

☐ Satisfied Comments: ____________________

☐ Slightly satisfied ____________________

☐ Neither satisfied nor dissatisfied ____________________

☐ Slightly dissatisfied ____________________

☐ Dissatisfied ____________________

5. If you have any opinions regarding how the program might better help the trainees or a person in your position, please help us by writing them here: ____

____

____

____

____

FIGURE VI-14

Insert Figure VI-15 about here

Since some evaluation forms will have to be sent out by mail, it will be necessary to have the mailing addresses for some consumers, such as agency counselors, employers, and consumers. In these cases and in others when the consumer will mail the form back, a stamped, self-addressed envelope will be included with the evaluation. Figure VI-16 represents the evaluation process.

Insert Figure VI-16 about here

Training analysts compile names of parents, group home parents, training site workers, and trainees to evaluate the program, while placement and follow-up analysts compile names of employers of former trainees currently in competitive employment. The program director will list the funding agency personnel. Each compiler then prepares sufficient evaluation forms for his or her list of consumers.

Identifying two people to serve as interviewers must also occur before the evaluation date. These people will orally question the trainees and placed trainees regarding the usefulness and fairness of the training program. Since staff members who have had frequent trainee contacts may elicit strong, positive or negative reactions, it is better to have individuals from outside the program who are familiar with the population being served conduct the interview. If that is impossible, staff who

Customer Evaluation Form
Food Service Vocational Training Program

Evaluation period: ______________________________

As you may know, this program is a training site for mentally retarded adults who are learning work skills to prepare them for competitive employment. We feel that you, as a customer, have a unique perspective on that training, and thus would like to solicit your opinion on several dimensions of our program. Simply check the appropriate box under each question, and feel free to add any comments.

1. Are you satisfied with the work that is being done here?

☐ Satisfied Comments: ______________
☐ Slightly satisfied ______________
☐ Neither satisfied nor dissatisfied ______________
☐ Slightly dissatisfied ______________
☐ Dissatisfied ______________

2. Are you satisfied with the methods and techniques the staff use to train?

☐ Satisfied Comments: ______________
☐ Slightly satsified ______________
☐ Neither satisfied nor dissatisfied ______________
☐ Slightly dissatisfied ______________
☐ Dissatisfied ______________

FIGURE VI-15

Customer Evaluation Form (continued)

3. Are you satisfied that the training is conducted in a humane and ethical manner?

☐ Satisfied Comments: ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

4. If you have had an opportunity to interact with one or more of the trainees, are you satisfied with their vocational skills?

☐ No opportunity to interact Comments: ____________________
☐ Satisfied ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

5. If you have had an opportuntiy to interact with one or more of the trainees, are you satisfied with their social skills?

☐ No opportunity to interact Comments: ____________________
☐ Satisfied ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

FIGURE VI-15

Customer Evaluation Form (continued)

6. Those customers who have had business in the training facility may have formed opinions regarding the effectiveness of the training offered here. If you have formed such an opinion, are you satisfied with the effectiveness of the training?

☐ No opinion Comments: ____________________
☐ Satisfied ____________________
☐ Slightly satisfied ____________________
☐ Neither satisfied nor dissatisfied ____________________
☐ Slightly dissatisfied ____________________
☐ Dissatisfied ____________________

7. If you have any opinions regarding how the program might better help the trainees or satisfy customers, such as yourself, please help us by writing them here: ____________________

____

____

____

____

FIGURE VI-15

FLOW CHART--CONSUMER EVALUATION
Food Service Vocational Training Program

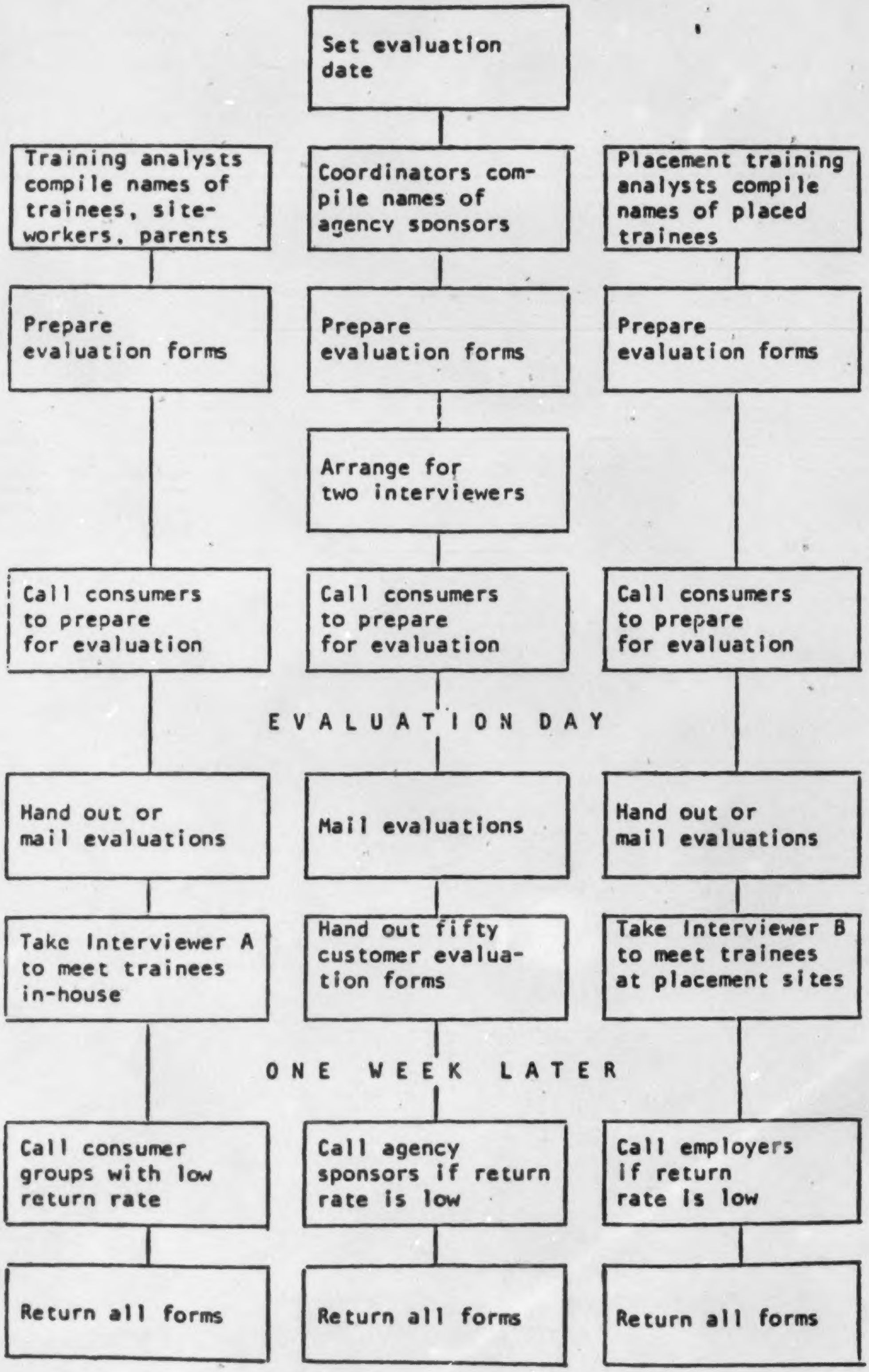

Set evaluation date
Training analysts compile names of trainees, site-workers, parents
Coordinators compile names of agency sponsors
Placement training analysts compile names of placed trainees
Prepare evaluation forms
Prepare evaluation forms
Prepare evaluation forms
Arrange for two interviewers
Call consumers to prepare for evaluation
Call consumers to prepare for evaluation
Call consumers to prepare for evaluation
EVALUATION DAY
Hand out or mail evaluations
Mail evaluations
Hand out or mail evaluations
Take Interviewer A to meet trainees in-house
Hand out fifty customer evaluation forms
Take Interviewer B to meet trainees at placement sites
ONE WEEK LATER
Call consumer groups with low return rate
Call agency sponsors if return rate is low
Call employers if return rate is low
Return all forms
Return all forms
Return all forms

FIGURE VI-16

have had less frequent trainee contacts may be utilized as interviewers. Prior to the evaluation day, copies of the evaluation forms should be given to each interviewer, and any questions clarified. These people will need to allot approximately four hours to complete their task on the day of evaluation.

About three days before the evaluation date, the training and placement staff call or visit each consumer in order to: (1) inform them of the upcoming evaluation; and (2) explain the importance of filling out and returning the forms. The anonymity of the completed forms makes specific follow-up virtually impossible, that is, it will be difficult to distinguish between those consumers who have returned their evaluations and those who have not. Later in the chapter a procedure for dealing with low return rate will be discussed.

On the day of evaluation the training analysts begin by handing out or mailing the evaluation forms to the consumers they had previously listed. The training analysts next assist one interviewer in meeting with the trainees in the training sites, while the placement training analysts take the other interviewer to the various establishments where trainees are employed. A trainer mails or hands out evaluation forms to all or a reasonable number of training site customers. For instance, in a restaurant or janitorial training site where hundreds or thousands are served, fifty evaluations will be sufficient. In this type of training site where customers evaluations would be handed out to a large number of people at random, a box marked "Place evaluation forms here" should be placed in convenient places.

Following the evaluation day, completed forms are returned to the office as they come in. On the morning of the fifth working day following the evaluation the percentage of forms returned from each consumer group is determined. The groups with 75 percent or greater return rates are considered to be satisfactory and need only to be thanked, while groups with a lower return rate: (1) must have each consumer called; (2) told how low the return rate was; and (3) offered new forms if they did not receive or had lost them.

Summarizing the Data

Using the summary for each consumer group as exemplified in Figure VI-17, the percentage of returned forms is calculated.

Insert Figure VI-17 about here

As explained above, the rate of return should be 75 percent before completing the rest of the form. Next, the consumer response to each question is assigned a numerical value, using "5" to mean "satisfied" through "1" as "dissatisfied", or "3" for "yes" through "1" for "no". (All consumer groups use a five-point scale, except trainees and placed trainees, who use a three-point scale.) Responses are summarized within a given consumer group, e.g., sponsoring agency, for a particular question, e.g., "effective job", by noting the number of "5"s, "4"s, "3"s, "2"s, and "1"s in the appropriate boxes on the summary sheet. The average score per question is then calculated and entered on the summary sheet. Comments are then classified independently by two people as positive, negative, or neutral, and the written comments are recopied on the summary sheet in the space provided.

Summary Sheet

Sponsoring Agency
Food Service Vocational Training Program

Number of forms mailed out: __________

Number of forms returned: __________

Percentage returned: __________

	Average score	Number of checks				
		5	4	3	2	1
1. Effective job						
2. Focus						
3. Communication						
4. Responsiveness						
5. Cost effectiveness						

6. Number of positive comments: __________

Number of negative comments: __________

Number of neutral comments: __________

Comments: ______________________________

FIGURE VI-17

Using the Data. Any question with mean scores below 4.0 signifies an area in which the consumer is not satisfied with the program's performance, and suggests that the behavior must somehow be modified. Each of the consumers in that particular group should be recontacted, informed about the results, and requested to fill out another evaluation form regarding the problem area. The purpose of this second, more specific evaluation is to help the staff quantify and pinpoint the problem, in order to better be able to make changes. For example, if the parent/advocate group gives low ratings for communication, a second evaluation would be sent possibly asking the questions: (1) Would you like more frequent opportunities to talk with the staff? (2) Would you prefer that the staff not try to contact via the phone as much? (3) Would you prefer not to be requested to come in for meetings? (4) Do you feel the staff is being truthful with you? (5) Do you feel that the staff tries to pressure you into doing things you don't want to do? (6) Are you able to easily understand what the staff is saying in your conversations with them? (7) Do you feel the staff respects your beliefs and points of view? (8) Please suggest specific ways in which the staff can improve on their communication with you. Based on the responses that are received from these evaluations, the staff should meet and discuss, and decide upon how to change their behavior.

Another evaluation should be scheduled to occur in three months for any group of consumers that required the second, more specific evaluation. Obviously, some consumer groups, such as customers in a restaurant or office building, will be more difficult to consult to produce viable definitions of problem behaviors. In such a case, more frequent evaluations may be made as one approach to measuring the effectiveness of changes in the program's behavior.

Consulting the consumers of the training program enhances the responsiveness of the staff to concerns previously subjectively interpreted. By quantifying the information, you can measure, at least grossly, the effectiveness of your communication with the various groups on whose support you must depend. In addition, you will have a means of identifying problems that may not have been clearly defined before. The benefits inherent in this sort of information gathering touch all the consumers and clearly outweigh the slight inconvenience of administering it.

A master summary sheet as illustrated in Figure VI-18 is utilized for the purpose of quickly observing overall areas of concern across the consumer groups.

Insert Figure VI-18 about here

The master summary sheet includes information taken from individual summary sheets, and contains a list of all evaluation measures and space for listing the number of respondents, the average scores, and the ranges for each consumer group. Through use of this sheet, consistencies or inconsistencies for evaluative measures that are common for two or more groups can be compared.

Master Consumer Evaluation Summary Sheet

Funding Agency

Question	% Returned	Mean Score	Range
1.Effective staff?			
2.Program focus?			
3.Communication?			
4.Responsive staff?			
5.Cost effective?			
Total			

Employer

Question	% Returned	Mean Score	Range
1.Trainee prepared?			
2.Staff support?			
3.Communication?			
4.Responsive staff?			
Total			

Customer

Question	% Returned	Mean Score	Range
1.Clean tables?			
2.Not disruptive?			
3.Humane training?			
4.Good vocational skills?			
5.Good social skills?			
6.Effective staff?			
Total			

Training Site

Question	% Returned	Mean Score	Range
1.Effective staff?			
2.Methods?			
3.Communication?			
4.Quality work?			
Total			

Parent/Advocate

Question	% Returned	Mean Score	Range
1.Effective staff?			
2.Program focus?			
3.Communication?			
4.Responsive staff?			
Total			

Trainee

Question	Returned	Mean Score	Range
2.Learning to work?			
3.Like boss?			
4.Fair program?			
5.Ask questions?			
6.Nice trainers?			
7.Nice trainees?			
8.Trainers care?			
9.Good program?			
Total			

Graduate

Question	% Returned	Mean Score	Range
2.Placement?			
3.Trainer helpful?			
4.Training helpful?			
5.Good job?			
6.Nice boss?			
7.Nice coworkers?			
8.Trainers care?			
9.Program useful?			
Total			

Food Service Vocational Training Program
FIGURE VI-18

SECTION VII

ADMINISTRATION

The purpose of this section is briefly to discuss some of the more critical administrative questions. Included in these discussions are funding, staffing, and the protection of client rights. Less detail is provided in this chapter than in the others since administration or programs will vary greatly from program to program depending on the city and state in which it operates, the organization (private, university based, incorporated into existing workshops, etc.), the type of jobs trained, and the available funding systems. Each program will have to develop its own administrative system based on these variables.

Administration

Costs and Financing

The average cost of the FSVTP per month is approximately $12,000. This figure includes only the cost of the training program, and excludes the cost of the restaurant operation and building rent and maintenance. These other expenses will vary greatly depending on the type of jobs trained and whether the program has to establish and finance the cost of its own training site, as opposed to going into an existing and self-supporting site.

The program receives approximately $10,000 each month in fees for service from two agencies -- the Division of Vocational Rehabilitation (DVR) and the Bureau of Developmental Disabilities (BDD). These are two state agencies that will fund programs for the training of the mentally retarded. The organization, policies and procedures of these agencies will differ from state to state, and in the case of BDD from county to county. It is important to become familiar with the system in the state and county where the particular program is to be started, and to talk with and be well acquainted with the agency representatives who will have an impact on the program.

It is extremely important to keep in mind that the mode of operation of the funding agencies are, in most cases, not unchangeable. New programs will often analyze the current operation of these agencies and assume that they cannot be modified and, thus, attempt to fit their program to the agencies' funding systems. There will certainly be reluctance to change, especially if it entails more money, but it is the experience of the FSVTP that with an intelligent and consistent presentation of the facts and rationales, in many cases, the changes will be made. For example, the $10,000 received monthly in fees for service reflects a double funding arrangement. That is, each trainee in the FSVTP is funded by both agencies. This is a very unusual arrangement but the state agencies were convinced that the quality of the program, and the demonstrated results, were worth the money. Another example of changes that can be negotiated are the number of months the agencies will fund for follow-up. In Washington the policy is to fund for only two months. After presenting some data and rationales, many of the agency representatives now fund for many months of follow-up.

The cost of the program will depend on the size of the program. The $15,000 per month for the FSVTP is based on having seventeen trainees in training at any one time, and having an average of four trainees receiving fairly intense follow-up training each month and ten to fifteen others receiving some type of periodic checks. The Work Opportunities project, which currently trains four persons at any one time, and has three trainees who have been placed, costs approximately $3,500 per month.

The major part of the cost, of course, will be salaries. Consequently, the total cost of the program will depend on the salaries paid. The FSVTP and Work Opportunities pay the training analysts approximately $1,100 per month with full benefits. This is, of course, extremely high compared to what most workshops pay their staff. It is the belief of the FSVTP that, in order to provide quality training to mentally retarded, qualified staff must be hired, and to obtain competent staff competitive salaries must be offered. To be hired as a training analyst by the FSVTP the person must have at least a B.A. in some area of human services, and at least one year's experience working in a related field.

Even with the double funding the FSVTP incurs a deficit of approximately $2,000 per month. The grant funds received from the HEW are used to make this up. In fact, the majority, if not all this money, is spent on research related activities. Consequently, a program exactly like the FSVTP with the same number of trainees should cost approximately $10,000 and, if double funding is received, should be able to break even monthly.

Referral and Selection Process

Each training program must initially specify the characteristics of the trainee population to be served. Some programs may want to gear their training to the severely and moderately retarded; others to the moderately and mildly retarded; and still others to all levels.

More important than IQ level categorization, the program must specify acceptable and/or necessary kinds and degrees of physical and medical condition, behavior assets and problems, self-help skills, and age. For example, in order for a person to be considered for acceptance into the FSVTP, (s)he must be mobile, have no or controlled seizures, have no behavior outbursts that might harm others, be toilet-trained, and be at least eighteen years of age.

A standard referral process with clearly defined steps should be established. The FSVTP receives referrals from a variety of sources including DVR and BDD representatives, sheltered workshops, community resources such as Washington Association of Retarded Citizens, teachers, parents and group homes. The referral representative for the program initially screens the referral person via a phone interview with the referring person.

If (s)he does not meet the basic program requirements, the referring agency should be given alternative program names for referral. If the referred person appears to be a likely candidate, the referral representative sets up a meeting at the program site to show the site to the referring person, referred person, and his or her advocate. Before this meeting the referral representative should obtain any information available about the person from schools, doctors, workshops, DVR, BDD, and any other agencies involved with the person in the past. At the meeting a potential trainee information card should be completed.

Insert Figure VII-1 about here

This card summarizes the critical information about the trainee for easy reference. If the critical persons are still interested in the program after the meeting, the referral representative presents all of the collected information to the staff, who makes a decision regarding whether the referral will be accepted into the program. If the decision is made to not admit the person, an explanation for the decision should be written and discussed with the parent/advocates, referring agency, and referee.

Most supporting agencies, including DVR and BDD, require that an evaluation of the trainee's progress be sent along with the bill each month. In addition to this, the agency representative should be encouraged to come to the program monthly to see the progress graphs, and to discuss the trainee in detail. If the agency representative sees the efforts of the program and the progress of the trainee over time, the likelihood that (s)he will provide funds for the trainee is increased.

POTENTIAL TRAINEE INFORMATION CARD

. Name ___ 2. Age ___ Birthdate ___

. Parent's Name ___ Active ___ Inactive ___

. Residence ___ Group Home ___ Independent ___
Institution ___ Family ___

. Trainee's Spokesman ___ Relation to Trainee ___

. Previous Work Training ___ Skills Involved ___

. DVR Counselor ___

. Education ___

. Read Yes ___ No ___

. Write Yes ___ No ___

. Identify Numbers Yes ___ No ___

. Math Yes ___ No ___

. Self Care Yes ___ No ___

. Tells Time Yes ___ No ___

. Rides Bus Yes ___ No ___

. Appearance ___

. Medical Problems ___

18. Behavior Problems ___

19. Speech: Intelligible ___ Unintelligible ___
Loud ___ Soft ___ Appropriate ___

20. Eye Contact: Good ___ Moderate ___
Poor ___

21. Moves: Fast ___ Slow ___
Awkward ___ NP ___

22. Weight ___ NP ___

23. Trainee's Station Preference ___

24. Dependent ___ Independent ___

25. Motivation: Interested + -

26. SSI ___ SSDI ___ Medical Coupons ___

mments:

Estimated level of function ___

Parental/advocate description ___

Outcome of interview ___

FOOD SERVICE VOCATIONAL TRAINING PROGRAM

FIGURE VII-1

The agency representative will also be more likely to fund other referrals.

Trainee Termination

There are three major reasons a trainee leaves a program: (1) the trainee or parent/advocate initiates the termination, (2) the funding agency discontinues the fees for service for the particular trainee, and (3) the program initiates the termination.

In the first case when the trainee or parent/advocate expresses a desire to cease participation, a staff member should meet with all parties, attempt to pinpoint the reasons for the decision, and attempt to resolve the problems if possible.

If the funding agency decides to stop funding the trainee, again a meeting should be held with all critical parties and the reasons for the action pinpointed. If the reasons are legitimate concerns that the agency has with the program, then changes, of course, should be made. If the reasons for the funding to stop is that the agency does not feel the trainee is progressing quickly enough, then the program will have to decide whether this is true based on the data. If the program believes that with continued training the client could be competitively employed in a reasonable period of time, an attempt should be made to regain the funds from the agency.

If the trainee fails to progress toward criteria levels for long periods of time, has repeated unexcused absences, becomes physically violent, or has repeated losses of competitive jobs, the program may consider termination of the client. As soon as any of these problems begin to arise a meeting should be held with all critical parties to thoroughly discuss it, and to formulate intervention plans to alleviate them. If the problems continue, additional meetings should be arranged to attempt to correct them. When the program staff finally feels that all parties have been sufficiently warned about the issues and the possibility of termination, and that the program has done all that is practical to solve them, then a decision must be made to terminate the trainee.

When a termination is made for any of the above reasons, a report should be written. This report includes a detailed description of all programs conducted, data collected, progress made, problems encountered, and interactions with the advocates of the trainee. The reasons for the termination should be stated clearly.

Personnel

The following is a listing of the personnel and their respective responsibilities which are required to establish and conduct an efficient training for placement program.

Director. This person is directly responsible for the general administration of the program, program development, major program goal setting and decision making, and the coordination of activities between the training analysts and the placement and follow-up staff. The director should have had advanced training in a behaviorally oriented curriculum and several years of experience working directly with this population and in program development and administration.

Training Coordinator. Programs that have a large number of trainees, e.g., three or more training stations, should utilize one person to coordinate activities within the training site. The training coordinator supervises training analysts, coordinates activities related to training, e.g., direct training and data collection, and assists the director with design and maintenance of the training program. The training coordinator should have had training in a behaviorally oriented program and several years of experience with the population being trained.

Training Analyst. One full-time training analyst per five trainees should be employed. The training analyst is responsible for the training, data collection, and general case management of the five assigned trainees. Case management responsibilities include communication with the parents or advocates about problems and progress, the setting up of home intervention programs, the maintenance of trainees' files, and the writing of individual program plans. The training analysts are the most important persons in the actual day-to-day delivery of service to the trainee, and will be the major determinant of whether or not the trainee makes progress. They should, therefore, be selected and trained carefully, and treated as professionals. The training analyst should have had at least two years of education related to special education and/or behavior management. They should also have had at least one year's experience doing actual training with this population.

Assistant Training Analyst. One part-time assistant training analyst should be hired to assist each training analyst. These persons need be present only during the actual training hours since no writing or paperwork will be required. Their chief responsibilities will be to assist in data collection and training. The best individuals to obtain for these positions are students majoring in special education, rehabilitation, social work, or psychology, and interested in gaining initial training experience.

Placement and Follow-Up Coordinator. As the number of trainees placed increases, the number of placement and follow-up staff required correspondingly increases. Consequently, one person is needed to coordinate the efforts of these individuals who are working in the field. This person is responsible for all activities related to finding jobs, preparing employers and new employees for the start of a job, and any new and retraining needed. The placement and follow-up coordinator should have had advanced training in a behaviorally oriented program and several years of experience with this population. The person should also have had experience providing training in community settings.

Placement and Follow-Up Training Analyst. The number of placement and follow-up training analysts will depend on the rate at which trainees are placed on jobs. A good rule of thumb is that at a rate of one trainee placed per month, the equivalent of one full-time training analyst is needed until a total of twenty are on jobs. When twenty persons have been placed one additional full-time person should be hired. The placement and follow-up training analysts are responsible for finding appropriate jobs for program graduates, for any required new or retraining, and for working with the employers. These persons should meet the same requirements as the in-house training analysts.

Secretary. A secretary will be required to perform the typing and filing duties, and to assist in the administrative duties.

Staff Meetings

Staff meetings are held at a designated time each week. These meetings are extremely important for several reasons. Each trainee's progress on standard and individual programs during the previous week is reviewed carefully. The staff members discuss the presence or absence of progress, and make decisions concerning required, new intervention programs and program changes. This process insures that all staff members are aware of, agree upon, and consistently carry out the intervention programs for each trainee.

These meetings also provide an opportunity to discuss general program goals, organization, and policy. Suggestions and feedback can be provided by the training analysts and coordinators concerning these issues. Proposed research and program development can be discussed and suggestions made to maintain good employee relations.

Client Rights

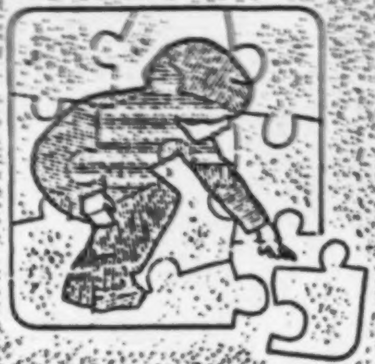
The constitutional and inherent human rights of persons who require treatment or training has become an issue of importance in recent years. All programs that provide vocational training to retarded adults should attempt to be cognizant of the issues, to specify program policy on client rights, to develop and implement procedures to support this policy, and to diligently attempt to carry out these procedures to insure that the clients' rights are consistently protected.

Although there are no clear definition of the rights that should be afforded a retarded adult who enters a vocational training program, the authors have developed a list that most professionals would agree are important: (a) training in the most normal and least restrictive environment possible, (b) work which is as normal as possible, and which has the potential to prepare the person for a job in the competitive market, (c) evaluation by measurement tools which are appropriate for retarded persons and for the skills to be taught, (d) the highest quality training possible by skilled professionals, (e) opportunities to function at the highest level possible, (f) information about new and modified goals of training,

(g) reports of one's progress, (h) individualized attention and training, (i) assurance that trainers are held accountable for positive, negative, or lack of effect on the training, (j) confidential treatment of personal records, both past and present, (k) job placement when the person has completed training rather than being held in the program, (l) placement in a job closely similar to what the person was trained to do, has demonstrated the ability to do, and has expressed an interest in doing, (m) on-the-job training sufficient to establish acceptable work rates, task completion times, and independence, (n) follow-up services sufficient to assure quick intervention on problems that might lead to dismissal for a period of at least one year, (o) advocacy assistance on the job, and (p) the opportunity to make informed decisions of acceptance or rejection of a potential job.

If a program follows the procedures detailed in this manual, these clients' rights should be fairly well protected. During the weekly staff meetings, training decisions by the training analysts should be carefully discussed regarding the degree to which they protect clients' rights in terms of both effectiveness and humaneness. New program development policies should also always be discussed in terms of clients' rights protection.

PARENT/ADVOCATE HANDBOOK



Especially Prepared for The Parents and Advocates of the Trainees in the Food Service Vocational Training Program at the Child Development and Mental Retardation Center, University of Washington.

PARENT/ADVOCATE HANDBOOK

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GOALS AND OBJECTIVES

The primary goal of the Food Service Vocational Training Program is to train mentally retarded adults for competitive employment in the food service industry.

Vocational training is given in three separate areas of restaurant operation: bussing, dishwashing and utility-maintenance. Each work station is broken down into specific jobs and each job is broken into specific tasks that have been set into training steps for systematic teaching.

Trainees are given needed training in self-help and social skills that are related to employability, such as grooming, time management, social greetings and personal interactions.

When the trainee has acquired the necessary vocational and social skills to meet criteria for graduation he or she is placed at one of the HUB training sites for additional training with more independence. When criteria is met for graduation from the HUB training site the trainee is found a position in a restaurant in the Seattle area. On-the-job training and long-term monitoring are then undertaken by the placement and follow-up staff.

PARENT/ADVOCATE INVOLVEMENT

Parents, group home parents, or advocates have a great influence on the trainee, both in and out of the training center. The training analysts at the Food Service Vocational Training Program would like to work closely with them in a parent/professional partnership. It is hoped that, by working as a team member with the training analyst, the parents/advocates can become an integral part of their son's or daughter's training program.

Some parent responsibilities that are important for a successful parent/professional partnership are:

1. Giving support to the goals and policies of the Food Service Vocational Training Program

2. Attending monthly parent meetings and individual conferences with the training analysts to monitor the trainee's progress

3. Working with the training analyst by carrying out prescribed home intervention programs or contingency contracts

4. Giving prompt and honest responses to any paperwork sent to the parent by the training analyst

5. Attending parent workshops to learn skills to aid in systematic home training programs

ATTENDANCE POLICIES

As the goal of the Food Service Vocational Training Program is to prepare persons for competitive employment, it is necessary that each trainee attend the training program just as a person in the "real world" attends a "real job". Attendance requirements are, therefore, similar to those in the competitive working world.

ARRIVAL TIME

A trainee is required to arrive at the Center by 10:30 each morning. During this first thirty minutes the trainee is expected to groom himself for work as well as receive training in specific social skills. At 11 o'clock the trainee is required to punch in on the time clock and begin his vocational task training.

ILLNESS

1. Trainees will be excused from work only in case of illness.

2. The trainee should call in and notify his/her trainer of the illness between 8:30 and 10:00 at 543-4741, 543-6387 or 543-6386 each day (s)he is ill.

3. If illness is extreme enough that the trainee must miss more than three consecutive days of work, a doctor's verification of the illness is required. This requirement is consistent with those of the food service industry in Seattle.

DOCTORS APPOINTMENTS

1. Appointments with doctors or dentists are not appropriate excuses for absenteeism.

2. Appointments should be made before 10:30 in the morning or after 3:00 in the afternoon.

3. The trainee should notify his/her trainer at least five days in advance of scheduled appointments.

HOLIDAYS

Trainees will be given regular holidays just as other employees of the University of Washington. These include:

New Year's Day
Washington's Birthday
Memorial Day
Independence Day
Veterans Day
Thanksgiving
Christmas

VACATIONS/SUMMER CAMPS/SPORTING EVENTS

All other types of absenteeism, such as additional vacation, summer camp and sporting events, are not permitted without a special meeting with the FSVTP staff to discuss its appropriateness.

EXCESSIVE ABSENTEEISM

If absenteeism is a frequent occurrence for a trainee, stronger means may be suggested to help the trainee learn the importance of attendance, both in the program and in a regular job. If a trainee is absent for three days in a month, an evaluation of the trainee's progress is done at the Center Restaurant. The evaluation is attended by the FSVTP staff, a DVR counselor, the trainee and his/her parents or advocate.

Excessive absenteeism will raise serious questions as to the potential employability of the trainee.

PROVISIONS FOR MEALS

Trainees in the Food Service Vocational Training Program are given lunch each day. Lunch consists of soup and a roll or salad and bread, and a drink. The trainee has the option of bringing his/her lunch from home. Trainees are able to purchase desserts, snacks or soft drinks if they bring money from home.

TRANSPORTATION

The skill to transport oneself to and from his place of employment is essential in becoming an independent person who is employed in the working world. All trainees in the Food Service Vocational Training Program are taught to ride Metro busses to transport themselves to and from the training program, as well as to and from their place of work once they have completed the training program. Problems in learning and using this skill are rare. However, if your son or daughter does not arrive home at the "normal" specified time or near that time, please take the following steps:

1. Call FSVTP, 543-6387 or 543-1499.

2. After 5:00 p.m. call Jo-Ann Sowers at 784-8108, or [illegible] Connis at 788-2917.

3. Call Metro, 447-4824, only after consulting with the FSVTP staff, or if they cannot be reached.

If you need information about bus schedules and routes, call 447-4800.

DRESS CODE AND GROOMING

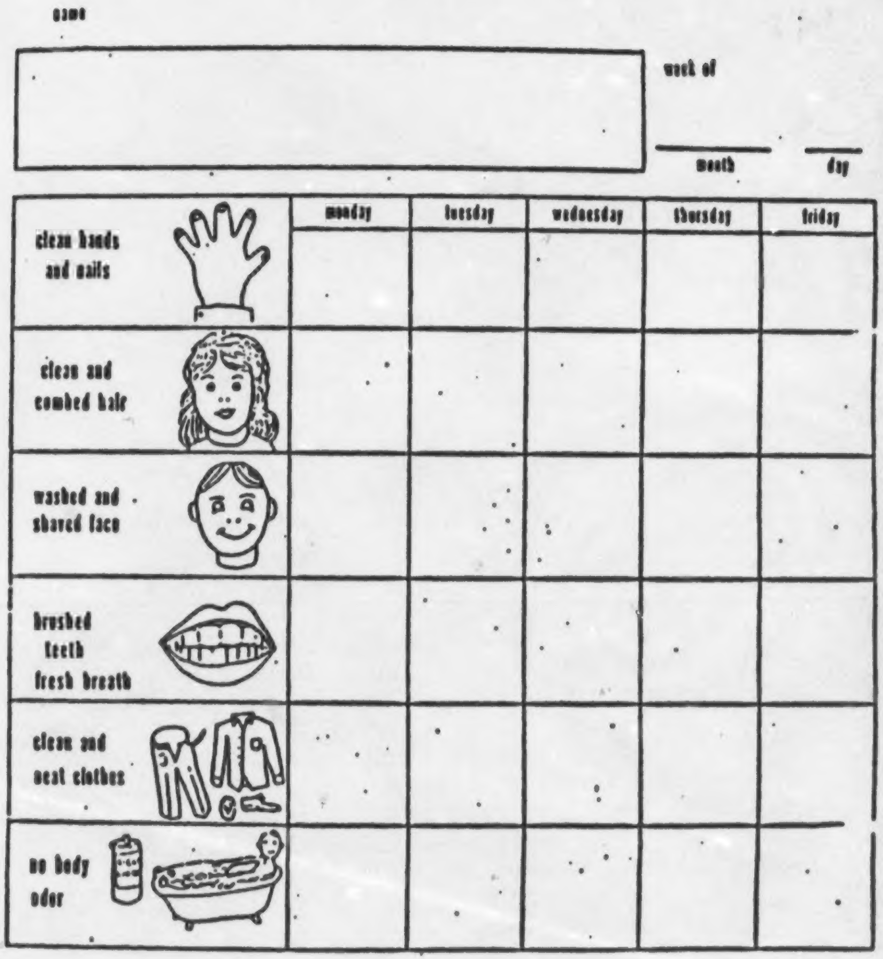
Employers in the food service industry expect employees to come to work each day well-groomed. Since the goal of the Food Service Vocational Training Program is to prepare and place trainees in competitive jobs, emphasis is placed on personal grooming skills, which include clean and combed hair, clean hands and nails, clean and shaved face, brushed teeth, and clean and neat clothes.

A grooming checklist, like the one pictured to the right, is filled out daily independently by the trainee. The training analyst also fills out a checklist on each trainee on a daily basis. The trainee will be given instruction for grooming weaknesses.

Parents are asked to encourage good grooming habits in the home to aid the trainee in developing the necessary skills to maintain independent grooming habits which will be necessary in obtaining and keeping a job.

Grooming categories are defined in the following manner:

Clean hands and nails. The entire surface of both hands must be free of any observable dirt. All fingers must be free of rings (State Health requirement). All nails should be free of any dirt and clipped short.



name

week of

month

day

	monday	tuesday	wednesday	thursday	friday
clean hands and nails					
clean and combed hair					
washed and shaved face					
brushed teeth fresh breath					
clean and neat clothes					
no body odor					

Clean and combed hair. All hair should look as though it has been washed recently, i.e., free of dirt, no "greasy-kid" look. All cases of dandruff or scalp problems should be reported to Jo-Ann Sowers. Hair should look neat, i.e., the hair should be combed and not with the free spirit look. Also, everyone in the program should wear a hair net, hat, etc. if his/her hair is below the lower portion of the ear.

Washed and shaved face. All trainees should have his/her face free from any dirt or grease. Also, unusual amounts of cosmetics should be discouraged. All men should have shaved faces unless, of course, they have chosen to maintain facial hair.

Clean teeth. Teeth and gums should be without any food particles and breath should not be offensive.

Clean and neat clothes. All clothes should be odorless and free of rips, spots, stains, etc. Further, clothes should be appropriate for food service work, i.e., no unusually long sleeves, pant legs, shoes, etc. Working around moving machinery may be hazardous if clothes are not fairly trim.

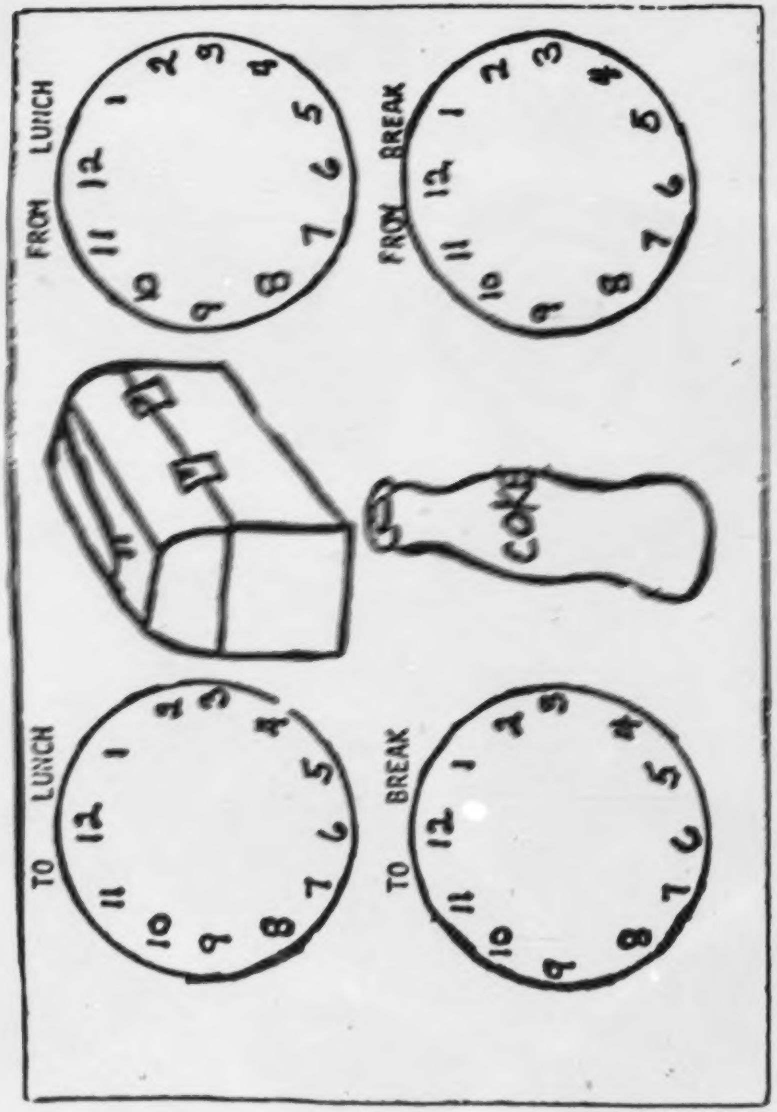
Body odor. All trainees should arrive at work free from body odor. Daily baths and application of deodorant should be encouraged.

TIME MANAGEMENT

The importance of time management is emphasized in training procedures at the Food Service Vocational Training Program. In order to be placed on a job and maintain that job, it is necessary for the trainee to learn to manage his time or arrival and departure, lunch and breaks correctly.

Training analysts teach time management skills by a match-to-sample technique. The trainee is given a card with clock faces on it, such as the one pictured on the next page.

The trainee is then assigned specific times for his/her lunch and break, and shown on a "real" clock how it will look when the clock reaches that hour. The hands are drawn on the time card for the assigned times and the trainee with the training analyst practice matching the time card to the correct placed hands of the clock.



OBSERVATION PROCEDURES

Training procedures at the Food Service Vocational Training Program have been developed and based on applied behavior technology.

Trainees are observed during the working day by the training analyst, and data is collected to determine how fast the trainee completes each task in his/her assigned job, how much time is spent attending to tasks, how independent the trainee works within each task and how independent the trainee is in completing each job or changing from one task to another.

Collected data is graphed on a daily basis to show the training staff and parents the growth that is taking place during training, as well as specific problem areas that may need more individualized instruction.